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ABSTRACT

This report to the President of Michigan State University (MSU) by the Women's Steering Committee was designed to reduce inequities in the areas of employment, student life, and racial minority groupings of women. Recommendations listed in the appendices include employment policies and practices at MSU, minority concerns, student concerns, family services, and women in the media at MSU-a proposal. Followup material includes MSU administration response to the report and a presentation in response to the administrative reaction to the committee's report. (MJM)

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**REPORT TO THE PRESIDENT
OF MICHIGAN STATE UNIVERSITY**

by

THE WOMEN'S STEERING COMMITTEE

REPORT TO THE PRESIDENT OF MICHIGAN STATE UNIVERSITY

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THE WOMEN'S STEERING COMMITTEE

East Lansing, Michigan

June 1, 1972

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INTRODUCTION

On February 11, 1972 in a letter to the "convenor" of "the large women's group," Ms. Dolores Bender, Dr. Clifton R. Wharton, President of Michigan State University, indicated a willingness to appoint a broadly based Women's Steering Committee to carry out the following functions:

1. Determine the type of organizational structure most responsive to the needs and special interests of women;
2. Define the issues of concern regarding the status of women at Michigan State University;
3. Assume the role of women's advocate; and
4. Develop a proposal for future action.

In keeping with this commitment Dr. Wharton appointed a seventeen-member committee on March 15th to serve until June 1st.

The members of the Women's Steering Committee were selected from a list of forty-seven names of women who had indicated an interest in serving as a committee member. From the initial list every effort was made to select representative women from every segment of the University. Thus, committee members represented Faculty; Administrative-Professional Personnel; Clerical-Technical Personnel;

Service and Labor Personnel; Graduate Students, and Undergraduate Students. In addition, four "at-large" members were selected.

The members of the Women's Steering Committee approached the task which they assumed from a variety of points of view and interests. Because the Committee was representative of the total University there was no initial consensus as to the best way to proceed or what was the desired outcome. Thus, early meetings were devoted to general discussions of operations and outcomes. It was finally determined that four subcommittees representing employment practices, women-oriented fields, minority concerns, and students would function to devise the specific recommendations that are included in the Appendices. The whole committee reviewed the report of the subcommittees and functioned as a deliberative body for the determination of structure.

What follows is the result of three months of intensive work by seventeen women who have committed themselves to the improvement of the status of all women in the University.

AN ORGANIZATIONAL STRUCTURE/PLAN FOR
AFFIRMATIVE RESPONSE

Throughout the succeeding sections of this report recommendations, proposals, and modifications have been noted which would reduce inequities in areas of employment, student life, and for racial minority groupings of women. The Michigan State University community is comprised of approximately 20,000 women students, 3-4,000 women employees, and additionally might encompass 50,000 women who reside in the Lansing metropolitan area and whose lives could be enriched through interaction with the University. The status of women, roles for women, and future life styles of women have been dramatically affected and changed by the Civil Rights Amendment, with the recent changes within Title VII, by Executive Orders relating to contract compliance, by Supreme Court decisions and other court orders, and by new laws. Michigan State University, in order to accommodate the women of its community, and to comply with law, must immediately develop an organizational structure capable of determining and being responsive to the felt needs of women, having sufficient impact and thrust within the institution to produce change in traditional responses, and to provide the means for education and consciousness raising for the entire community, men and women.

Recognizing at least three spheres of concern--the identification of problems and needs, remediation, and education--the remainder of this report will deal with the development of a model of organization recommended for immediate implementation by Michigan State University. However, it should be pointed out that the structure must change to meet the changing needs of the women being served and that when appropriate the structure will reduce in size as the various tasks have been completed.

WOMEN'S ADVISORY COUNCIL (WAC)

A. Reasons it is needed

1. The very size of the university
2. The exclusion of women from the traditional structure of the university
3. The overlapping areas of concern of women
4. Peer group evaluation

B. Functions

1. Search and selection for professional staff members
2. Listening agent
3. Watchdog
4. Communication and advising agent

C. Membership

1. Composition of membership
 - a. Six regular members with six alternates
 - b. The professional staff of the Center
2. Selection of membership, term of membership
 - a. One member from each coordinate chosen by lot from volunteers
 - b. Spot remaining empty if no volunteers
 - c. Member serves one-half year as alternate, then one-half year as full member with staggered terms of office

Meetings of the WAC shall be scheduled to allow all members to attend without penalty. Release time, babysitting or reimbursement for babysitting, transportation, provision for people with off-campus employment, etc., must be provided.

WAC should provide babysitting when holding a forum.

ADVOCACY-ACTION (ADVAC)

- A. Handles problems on an individual basis
- B. Acts as advisor to EOP, other departments and agencies concerning affirmative action
- C. Follows through on issues brought to the Women's Advisory Council
- D. Develops class action suits
- E. Advises the University on continuing education programs
- F. Acts as the coordinating agency for professional counseling services

RESEARCH

- A. Provides for on-going evaluation of Women's Center
- B. Provides necessary data for Program Development
- C. Provides investigations for Advocacy-Action program
- D. Functions in cooperation with Institutional Research
- E. Functions in cooperation with EOP
- F. Develops with the coordinator the budget request for the Center
- G. Fulfills publishing and reporting responsibilities of entire Center
- H. Conducts basis research on women
- I. Conducts community research
- J. Is responsible for ultimate development of a quarterly journal

PROGRAM DEVELOPMENT

A. Prepares and develops:

1. Institutes
2. Workshops
3. Seminars
4. Conferences
5. Consciousness-raising programs
6. Media presentations
7. Audio-visual aids

B. Cooperates with academic units in the development of women-centered courses and programs

C. Develops a bureau for public speakers on women's issues

D. Develops action-oriented programs to meet specific community needs

LOCATION

It is recommended that the various staff members, including the coordinator, be housed in a Women's Center. This Center should be located off-campus in an area easily accessible to public transportation. It is the Committee's feeling that an off-campus location could better serve the needs of all women, not just those who are normally located on-campus. This is especially important in view of the Committee's strong conviction that many women who could and would use the Center were it located in a non-University environment would not avail themselves of its facilities if it was necessary for them to go on to campus. Additionally, an off-campus location would, in our view, serve as a means of illustrating the commitment of the program to women in the total community.

If such a location proves to be impossible the Committee urges the University to attempt to provide a location on campus as close to Grand River Avenue as possible.

In view of the fact that the Committee has recommended that the coordinator have the status but not the title of vice-president, it is important that, in addition to an office in the Women's Center, this person be given office space on the fourth floor of the Administration Building. This type of dual location would, in the view of the Committee, provide the individual with the visibility so vitally necessary in terms of the administration while also giving her/him easy access to the Women's Center.

JOB DESCRIPTIONS

Coordinator

Reports to the President.

Coordinates the functions (as defined) of the Women's Center.

Holds the rank but not the title of Vice-President and is a member of the Executive Group.

Is responsible to the President, the Board of Trustees, the WAC, and her staff.

Is a constant input to the President and Board of Trustees as to the needs and concerns of women.

Is responsible for fund-raising for the Center, e.g., grants, loans, gifts, etc.

Is responsible for liaison with other women's organizations, the greater university, and the community at large.

Is spokesperson for women in conjunction with other staff and the WAC.

Is responsible with other staff members for the preparation and submission of the budget.

Has responsibility for interviews and recommendations to the WAC for candidates for all professional positions in this structure. The final decision on hiring and firing rests with the coordinator, the head of the particular division, and the Women's Advisory Council.

Is an ex-officio member of the Women's Advisory Council.

Recommends qualified women for University positions when appropriate.

Makes sure there are women on all University search, selection, and screening committees as well as "all-University" committees.

Associate Coordinator for Advocacy-Action (ADVAC) and Appropriate Staff

Acts for the coordinator in her absence and as delegated to do so.

Reports to the Vice-President for University Relations.

Is particularly concerned with discriminatory policies towards women employed at MSU.

Works with, confers with, and advises EOP.

Pushes EOP to action and receives weekly reports on the progress of designated cases.

Responds to specific complaints.

Reviews publications and media prepared, used and/or distributed by or within the University.

Is responsible for continuing education for all women.

Coordinates professional counseling services.

Is responsible for interviewing and hiring in conjunction with the coordinator and the WAC of all candidates for all professional positions.

Is an ex-officio member of the Women's Advisory Council.

Associate Coordinator for Program Development
and Appropriate Staff

Acts for the coordinator in her absence and as delegated to do so.
Is responsible for interviewing and hiring in conjunction with the coordinator and the Women's Advisory Council all candidates for all professional positions.

Is an ex-officio member of the Women's Advisory Council.

Reports to the Provost and the Executive Vice-President.

Prepares and develops institutes, workshops, seminars, conferences, consciousness-raising programs, media presentations, and audio-visual aids.

Cooperates with academic units in the development of women-centered courses and programs.

Develops public speakers bureau on women's issues.

Develops action-oriented programs to meet specific community needs.

Works in conjunction with the Office of the Vice President for Student Affairs.

Responsible for cooperative program development with community organizations.

Works with the Placement Bureau.

Keeps track of the mood and needs of the greater Lansing community and develops programs to meet these skills.

Associate Coordinator for Research
and Appropriate Staff

Acts for the coordinator in her absence and as delegated to do so.

Is responsible for interviewing and hiring in conjunction with the coordinator, and the Women's Advisory Council all candidates for all professional positions.

Is an ex-officio member of the Women's Advisory Council.

Reports to the Vice President for Research and Development and the Provost.

Works with Institutional Research.

Provides for on-going evaluation of the Women's Center.

Provides the necessary data for Program Development.

Provides investigations for the Advocacy-Action program.

Functions in cooperation with Institutional research.

Functions in cooperation with EOP.

Develops with the coordinator the budget request for the Center.

Fulfills publishing and reporting responsibilities of the entire Center.

Conducts basic research on women.

Conducts community research.

Is responsible for ultimate development of a quarterly journal.

JOB QUALIFICATIONS

Coordinator

- Possesses administrative skills.
- Is supportive and sensitive to women and women's issues.
- Is articulate and dynamic.
- Has an understanding of the university and fiscal affairs.

Associate Coordinator for Program Development

- Possesses administrative skills.
- Is supportive and sensitive to women and women's issues.
- Shows demonstrated abilities in academic and/or non-academic program development designed to meet the needs of the total community.
- Possesses communication skills.

Associate Coordinator for Research

- Possesses administrative skills.
- Is supportive and sensitive to women and women's issues.
- Shows demonstrated research ability in academic areas, for example professional journal publications, government research grants, and publications, etc.
- Possesses budgeting skills.

Associate Coordinator for Advocacy-Action (ADVAC)

- Possesses administrative skills.
- Is supportive and sensitive to women and women's issues.
- Has problem-solving skills.
- Has ability to work with complex organizations.
- Possesses counseling skills.
- Possesses legal or para-legal skills.

BUDGET REQUEST

1st year

Personnel:

Coordinator	\$28,000 (full year)
Assoc. Coordinator for Research	\$10,000 (half year)
Assoc. Coordinator for Program Devel.	\$10,000 (half year)
Assoc. Coordinator for ADVAC	\$10,000 (half year)
Executive Secretary	\$10,000 (full year)
Clerk-typist	<u>\$ 3,000</u> (half year)
Subtotal	\$71,000
CSSM and Programming	<u>\$29,000</u>
Total	\$100,000

2nd year

Must have additional funds to hire or hire services of:

Library-research manager
 Budget manager
 Clerk-typist
 Resource people (vocational expert, community expert,
 legal expert, psychological/medical expert)
 Outreach people
 Programming

A minimum of 1/4 of the total recommended funding must be raised by the Vice President for Development.

APPENDIX A

EMPLOYMENT POLICIES AND PRACTICES AT MICHIGAN STATE UNIVERSITY

Introduction

In view of the February 25, 1972, presentations held before President Clifton R. Wharton, Jr., and members of the Board of Trustees --and additional contributions regarding the concerns of women which have been communicated by individuals before and after the hearings-- the Employment Policies and Practices Subcommittee of the Michigan State University Women's Steering Committee has made a study of the status of women at Michigan State University.

The Committee calls attention to the fact that certain concerns and recommendations were repeatedly expressed and, also, that certain inequities and recommendations were identified which pertain to particular groups and individuals.

As undergraduate and graduate women, and women employees, see more females in roles of higher status in areas previously closed to women, they will become aware of opportunities available to them. The existing situation in which most women in administrative positions are in areas traditionally associated with women, (i.e., human ecology and nursing) perpetuates itself. By the same token, more males must be employed in areas traditionally dominated by women.

Equal access to positions in which there are no known requirements based on any known and/or proven physiological or psychological differences by sex, must become a reality. The social and cultural differences now associated with various jobs will not be eliminated until women and men occupy jobs on the basis of their qualifications and personal choices, rather than on the basis of sex. Role models will then be available for others to emulate and with which to identify.

Specifically it was proposed that women should represent at least one-half of the total employment in the University at all levels. It is also recommended that the University specifically designate the necessary percentiles of new positions to black, Chicanas, and American Indian women to increase their overall employment percentages in the University to a level equal to the respective populations in the State of Michigan.

Therefore, in order to portray an accurate picture so that particular and necessary attention is given to employment policies and practices pertaining to women and in compliance with Revised Order No. 4, the Michigan State University Women's Steering Committee submits the following recommendations.

I. Hiring Policies, Practices, and Appointments

A. Faculty

1. Adequate representation of women must be made at all levels of faculty positions in all colleges, departments, and units in the University and must not be limited to the traditional areas of female employment. The University must aggressively recruit, search for, and provide faculty positions

in all colleges, departments, and units for black women, Chicanas, American Indian women and other minority women.

B. Administrative

1. Women must occupy top-level administrative and decision-making positions at Michigan State University in increased and substantial numbers.
 - a. Steps should be outlined and implemented to increase the number of all women, including black and American Indian women, Chicanas, and other minority women, in administrative positions at the University.
 - b. Priority should be given to the appointment of a black woman as an associate or assistant dean in the office of the Vice President for Student Affairs to provide access to the central decision-making process by black students. Also, black females must be employed within areas such as student governance, judiciaries, residence halls, the health authority, intramural programs, and research and education.
 - c. Staff representation for Chicanas, American Indian, and oriental women and other minority women should also be provided in the Vice President for Student Affairs office.

- d. As the number of students from other minority groups increase, similar positions should be established for persons from those groups.
- e. Women should be recruited and considered for top-level positions such as the vacancies for Dean of Human Ecology, Chairperson of Family Ecology, and Director of the Office of Medical Education.
- f. All administrative offices must employ women, including minority women, at professional levels and eliminate the exclusively male-staffing in the offices of the President, Vice Presidents, Provost, Financial Aids, Alumni Association, Internal Audit, and Public Safety, and the almost-exclusively male administrative staffing in the offices of the Personnel unit, Placement Bureau, Admissions, Kellogg Center, Continuing Education, 4-H Youth Extension Programs, Information Services, and many other significant employing units.
- g. Staff positions must be provided in appropriate units to be filled by women--specifically black, Chicanas, and other minority women--to confer with, relate and respond to specific needs and problems of these women.

- h. In order to provide better minority employee-employer relations and to become increasingly sensitive to the needs of women--specifically minority women--key positions must be created for women who will assist administrators and supervisors of all University employing units, with minority women filling those positions.
- i. High-level administrative positions for women should be created to provide counseling and advisement services, to initiate and conduct conferences and other programs for the provision of life-long opportunities for women whose education has been interrupted and/or those wishing to re-enter or enter the labor force.

C. Administrative-Professional

- 1. Women must be employed in all ten (10) levels of administrative-professional positions and must no longer be concentrated in the lower section of the scale, vis-a-vis the current practice.
- 2. Employment of black women and Chicanas is at Level 4 and below, which indicates that positive action must be taken to assure placement of these and other minority women in the six (6) upper levels.

D. Clerical-Technical and Labor

1. Traditionally, women have been employed excessively in clerical-technical and labor payroll positions and have been concentrated in the lower five (5) levels. It should neither be assumed that women seeking employment should automatically be referred to a clerical-technical opening or to the labor payroll, nor should it be assumed that they must start at the lower levels.
2. Personnel hiring practices must reflect consistent placement of employees according to the qualifications, regardless of sex, age, or race. Particular attention should be given the present hiring practices with respect to labor payroll employees.
3. Clerical-technical and labor payroll positions must all be investigated and upgraded where appropriate.

E. Other Employment

1. Black women full-time professional staff representation in residence halls (head advisers, area coordinators) should be provided.
2. The Residence Hall Aide Program must be expanded to include more Chicanas.
3. The number of black and Chicana employees in recruitment and counseling services for students and staff should be increased.

4. More professional positions for women should be provided in service units, such as Olin Health Center, the Counseling Center, and Legal Aid.
5. Opportunities for part-time employment must be available to women at salaries commensurate with their training, ability, and experience.
6. Wives of faculty and other staff members represent a valuable resource for employment. The University must provide access for them to become knowledgeable about positions in units which are seeking staff.
7. More clearly defined policies must be provided relating to continued employment, benefits, privileges, promotions, and personnel practices regarding the various categories of temporary employees.
8. Consideration should be given to time-sharing positions for women at all levels of employment, thus providing more part-time opportunities and use of special skills for more than one person per job.
9. Qualified spouses or other relatives of University employees should not be denied employment or advancement simply on the basis that they are related.

F. Appointments

1. Women must be proportionally represented in all policy- and decision-making bodies including search and selection committees and all other committees which were created out of University concerns and needs, thus eliminating traditional and token involvement.

G. Student Employment

1. Students unable to attend classes on a full-time basis should have equal opportunity to enroll in all programs and departments of the University. Greater attempts must be made to schedule classes at times when such students can attend classes. This includes evenings and weekends.
2. Women students must have equal access to all types of student employment, with employment based on criteria and qualifications and not on traditional stereotypes related to sex. For example, at present few women students are employed in supervisory positions in food service; they cannot work at the Canoe Rental, nor at night desks in the residence halls.
3. The same type of uniforms must be allowed for both male and female employees, i.e., for food service.
4. Students living off-campus must have equal opportunity for on-campus jobs.

5. Student employees must be paid at least the minimum Union salary.
6. Women now comprise about 22% of the graduate assistants, and about 28% of the graduate students. The proportion of assistantships for women should be more proportional to their enrollment.

II. Recruitment

A. Areas

1. The University should recruit women extensively in the Greater Lansing area, particularly in minority communities with minority recruiters, in order to fulfill the University's pledge of affirmative action.
2. After providing promotional opportunities for present employees at all levels--particularly women and minority women--the University must then recruit women faculty and administrative personnel throughout the state and nation.

B. Vehicles of Recruitment

1. Full-time professional women traveling field representatives should be hired by the University for the recruitment of women employees throughout the country.
2. Vacancies and newly created positions at Michigan State University should be advertised in newspapers, journals, on radio, with brochures, in

employment agencies, at professional conferences and in organizations with large compositions of women and minorities.

3. The services and functions of the Placement Bureau should be a total part of the system of job information.

C. Recruitment Policies

1. No position shall be filled which has not been announced, posted, and advertised.
2. The hiring practices of all employers and contractors seeking applicants from the University must be examined for possible discriminatory procedures relating to sex, age, race, and national origin.
 - a. Michigan State University must deny services to such contractors and employers who discriminate on the basis of sex. Those employers and contractors whose prior hiring practices have excluded women, except as secretaries, and those who have not actively sought to place women in managerial positions are included.

III. Personnel Unit

A. Functions and Responsibilities

1. The Personnel Office should change its poor image in the University and the Lansing metropolitan area by better meeting the needs of women and

minorities, and by doing so attaining the degree of respectability and confidence necessary for an employment agency.

- a. Administrative positions with adequate supportive staff and budget must be immediately created in the total personnel unit of the University and filled by black and American Indian women, Chicanas and other minority women. In the future similar positions should be developed for other groups as they are necessary.
- b. An extensive program to sensitize employment specialists to the personal worth of individuals, especially women and minorities must be developed.
- c. Employment specialists' methods must be evaluated annually by an outside management consultant firm, sensitive to women and minorities.
- d. Women, including minority women, employment counselors must be provided immediately.
- e. The Personnel unit must require that all departments and units provide accurate job descriptions for all positions, written in consultation with persons presently holding the position.

f. Job titles, job classifications, and salaries must be standardized throughout the University.

2. A centralized personnel system must be established to provide a place where all positions in all categories and levels of employment can be announced and posted. This must include all faculty and administrative positions, graduate assistantships, and all student employment and must not be limited to clerical-technical, administrative-professional, and labor payroll jobs currently encompassed within the Personnel Office. The location and functions of this personnel system must be widely advertised, especially in the State News. All open positions must also be advertised.

IV. Promotions, Advancement, and Job Security

A. Criteria for Promotion and Advancement

1. As women employees reach top positions within their classifications, opportunities must be made available for continued advancement.
2. Talented women exhibiting meritorious work performance in any category must be promoted into the next category; i.e., labor payroll to clerical-technical.

3. Responsibilities and work performance of individuals at all levels of employment of the University must be evaluated on a periodical basis. This is particularly critical for women, inasmuch as they are presently concentrated in clerical-technical and labor payroll positions which provide relatively few opportunities for advancement. This extended practice would also result in a more productive unit. Where indicated, the position should be upgraded to make it possible for a person to advance in a position without having to make a move to another unit.
4. All women currently employed must be evaluated and promoted where necessary to positions of greater responsibility and authority, viz., administrative, academic, and supervisory.
5. Policies and practices related to promotion of staff in all categories of employment must be based on clearly defined criteria, which are known by the staff involved, and in which they have had a voice in determination.
6. Sex must not be a criterion for promotion in any category of employment in the University.
7. Tenure policies and practices must be reviewed. Where indicated, more women should be given equal access to the tenure system and conferred tenure at a rate equitable to that of men.

8. Opportunities for access to the tenure system and the conferring of tenure to black women and other minority women must receive immediate attention.
9. Temporary year-to-year employees must have access to the tenure system and, where indicated, receive tenure on the same basis as that of other faculty members.
10. Consideration must be given either to the inclusion of all employees in all categories of employment within the tenure system or the exclusion of all employees from the tenure system.
11. All employees should be encouraged to seek promotions. In compliance with this policy, one seeking promotion should neither be chastised nor barred from advancement.
12. Family situation or marital status must not be valid criteria in the decision for promotion.

V. Professional Growth and Continuing Education.

A. In-Service Training

1. In-service training opportunities must be provided by the University at all levels of employment.
2. In-service training programs must be developed and provided for employees by appropriate colleges, departments, and units of the University having resources and personnel for such training.

3. Release time for employees needing and wishing additional training to better equip themselves for their present position or prepare them for better ones must be provided with no deduction in pay nor cost to the employees.
 4. Women employees should obtain a job or be promoted and be given on-the-job training. Dead-end in-service training must be abolished.
 5. Neither the prospective position nor on-the-job training shall be restricted by age or sex.
 6. Employees being trained for new on-the-job positions shall be paid the regular rate of pay for that position.
 7. Full-time training consultants, including minority women consultants, who are members of the staff of the Personnel unit, must be available to trainees and be responsible for the development of seminars and conferences to give assistance to trainees, supervisors, and related faculty especially in the area of human relations.
- B. Special Training Programs for Minorities and Disadvantaged
1. Contacts must be made with appropriate agencies in the Greater Lansing area to identify potential employees needing training and employment.

2. In-service training programs must be provided for these persons using the same guidelines indicated for in-service training of present employees of the University.

C. Educational Opportunities

1. Provision must be made by the University for women at all levels of employment to enroll in credit or non-credit courses on a tuition reimbursement plan wherever such courses being offered are relevant to the employee's position and evaluated as contributory to increased competency and productivity in the job.
2. The University must develop curriculum, conferences, and seminars which will especially benefit women. Release time with pay at all levels of employment must be allowed in order that employees may take advantage of such learning opportunities, including those outside of Michigan State University, with special attention given toward raising the morale.
3. Opportunity must be provided for flexible scheduling so that women working may enroll in the University for credit.

VI. Pay Policies

A. Equity

1. Salaries for women must be comparable to those of male employees in similar job classifications.

2. Any inequities now identified pertaining to women with regard to job classifications, rate of salaries and promotional opportunities must be corrected, retroactively.

B. Budgetary Planning

1. Colleges, departments, and other units of employment must reflect provision for adequate staffing and definite positions should be set up within the framework of that unit to include employment of women, including minority women.
2. In order to provide for proper classification and salary for a person presently on the labor payroll, a periodic review of the position and its responsibilities must be made (once a year before budget time). This review should be made with the Personnel unit to determine if, in fact, the position should be reclassified to a salaried position, in which case the person will be eligible to receive a wider spectrum of benefits.
3. A minimum wage of \$2.50 per hour for all employees is recommended.

VII. Employment Benefits

- A. There must be an examination and evaluation of all employee benefit programs, and changes made where needed, with special attention to the following:
 1. More liberal sick leave policy.

2. Maternity leave with pay is presently available, at the individual's option, to all women employees with accrued sick leave. Some leave during the birth of a child must also be an option for new fathers to enable them to carry out family responsibilities.
3. An increase in the number of "no string" personal leave days to a minimum of four.
4. Military leave of absence should be paid by the University--if not paid by the government; and any differential in pay should be covered by the University.
5. Provision for long-term disability insurance for all employees at no cost.
6. Set up a clear policy on attendance at funerals--not limited to close relatives; allowing more time as needed to allow employees to make all necessary arrangements. This must be based on individual circumstances.
7. Employees should be aware of the policy on jury duty.
8. Part-time and temporary employees should be entitled to all employee benefits proportional to their work.
9. Insurance options should be available to all employees. Restrictions on enrollment in plans should not be allowed.

- B. An Employment Benefit Office must be established in the Personnel Center where first-time employees can have all programs and options explained.
 - 1. Counselors working in this office must represent all persons working at the University regarding sex, race, and age.
 - 2. These counselors must be hired at the A-P level and must be well-versed in all areas of benefits, in addition to human problems. They should not only be benefit counselors but also "people" counselors.

VIII. Grievance Procedures

- A. One of the most fundamental guarantees which must be extended equally to all employees is the right to file a grievance and have it acted upon.
- B. At the present time, each type of University employee follows a grievance procedure appropriate to his or her occupation classification.
- C. Groups which are unionized (for example, labor employees) are expected to seek and find satisfaction through union established and supervised grievance procedures. Non-unionized employees are expected to seek and find satisfaction through machinery currently being established (for example, tenured and non-tenured faculty) or through individual appeal.

- D. Women employees (both unionized and non-unionized) must be assured that grievance procedures are totally free of sex bias and discrimination.
- E. Two aspects of grievance procedures require careful scrutiny in order to assure the preservation of all parties' rights:
 - 1. Structure
 - a. complaint procedures
 - b. fact-finding procedures
 - c. judicial procedures
 - d. appropriate remedial or compensatory actions
 - e. compliance procedures
 - f. appeal procedures
 - 2. Personnel
 - a. permanent staff
 - b. peer group representation
 - c. resource persons
 - 3. All categories must include women, and there must be representation of minority women in cases involving women.
- F. Each step must be free of intimidation or harassment. In no instance and at no level should the grievance officer be the employee's employer; that is, the employee must not be forced to initiate or pursue proceedings through his or her employer's office.

IX. Basic Principles Underlying Recommendations

The recommendations being made are stated in specific terms and indicate actions, practices, and/or structures which must be changed or instituted if progress is to be realized. However, underlying all of these recommendations are principles or values which we believe are supported widely, but which have not been in operation. These principles and values must be operational in the practices, policies, and structures of this state-supported and federally funded land-grant institution:

- A. Inclusiveness for all University employees, for both sexes and all minorities, students as well as staff.
- B. Fairness and justice, not inequity, as the bases of action.
- C. Consistency of practice and treatment, based on clearly stated criteria, known to all concerned and excluding biases.
- D. Developmental concerns for the enhancement of individual growth.
- E. Objective bases for decision making.
- F. Respect for and recognition of each individual, not judgment based on prejudices held regarding race, sex, or age.
- G. Recognition of the outstanding contributions women have made and are making to this University.

- H. Provision for additional opportunities for women, including minority women, to serve in roles to support the University's growth by use of the skills of these women in all levels of employment.
- I. Concern expressed through the establishment of in-service training programs at the University and using institutional resources for that purpose.
- J. Development of human relations programs for the improvement of morale in the University and increased efficiency and productivity of women employees.

APPENDIX B

MINORITY CONCERNS AT MICHIGAN STATE UNIVERSITY

To insure accurate representation for all women, the Women's Steering Committee of Michigan State University proposes that the women who are hired to fill the needed positions for women reflect the ages, educational attainments, marital status, races, and income levels of women in the State of Michigan.

I. As members of the Minority Subcommittee from the Women's Steering Committee, we are committed to the following principles:

- A. Women must be hired in every area of the University.
- B. Token representation of women is no representation, and will not be tolerated.
- C. In-service training and individual counseling must be provided for all University employees in order to change their attitudes toward stereotyping individuals.
 1. When all of these vehicles have failed to correct discriminatory attitudes, serious consideration must be given to the damage done and immediate steps be taken to rectify the situation.
 2. Anyone involved in flagrant multiple discrimination must be removed immediately.

- D. All people directly or indirectly connected with Michigan State University must be guaranteed or provided decent and adequate housing, food, recreation, health care, child care, educational opportunities, and all other supportive services necessary to sustain quality living.
- E. The Administration must make a firm public stand on its new attitudes in hiring and the treatment of women and minorities.

Until Michigan State University publicly demonstrates through its actions that its students and employees directly reflect the composition of ethnic, racial, and sexual composition in the State of Michigan it should discontinue its trite and grossly misleading public statement, "Michigan State is an equal opportunity employer." We would recommend the following, "Michigan State University is trying to be an equal opportunity employer."

II. Equal Opportunity Programs

- A. Equal Opportunity Programs must provide a written response to all allegations within five days of the submission of the allegations.
- B. The grieving party or parties must be allowed to submit to and appear before the Anti-Discrimination Committee.
- C. Grievors must be allowed to sit in deliberations. The Complainant can determine whether he/she wants his/her case in private or public sessions.
- D. The steps a griever must follow must be made clear in the "Anti-Discrimination Policy and Procedures," i.e., the steps must be in procedural chronological order.
- E. Equal Opportunity Programs must give the griever a written reason for acceptance or refusal to hear her/his case and inform her/him of the next step open to her/him.
- F. The Anti-Discrimination and Judicial Committees must consist of peers and insure representation of the grievors.
- G. A time limit must be set for a decision to be reached in each specific case.

- H. Any information in a person's record that is to be used in a specific case must be available to that person to enable him/her to respond.
- I. The responsibility and functions of personnel in the office of Equal Opportunity Programs must be specified when a person applies for employment.
- J. More University community input must be included in the selection process for Equal Opportunity Programs personnel.

III. A Community Advocacy Office must be established to provide outreach services for the community at large.

A. Funding

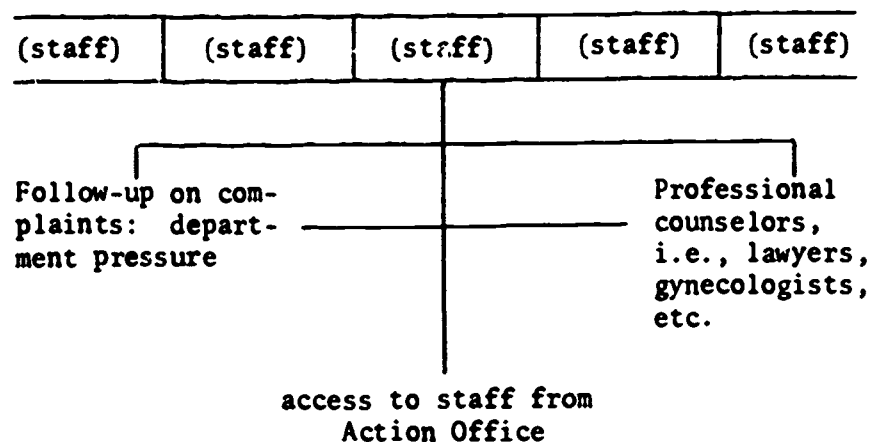
- 1. One-sixth from community businesses
- 2. One-sixth from community individuals
- 3. One-third from large corporations
- 4. One-third from University

B. Purpose

- 1. Speak for all women
- 2. Extension of the Action Office
- 3. Money should go directly to Action Office.

C. Structure:

(Community Individuals)



IV. Recommendations for Chicanos

The University has publicly committed itself to an affirmative action plan for increasing Chicano enrollment and participation at all levels. Even more recently the President introduced to the Board of Trustees a proposal to waive the residency requirement for migrants. This proposal was passed and has become University policy. With these changes in mind, we view the following steps as necessary to begin to meet the needs of Chicanos and more specifically Chicanas.

A. Admissions

1. Firm support must be given to the recommendations of the Student Subcommittee of the Women's Steering Committee.
2. Immediate steps must be taken to develop and provide recruitment and follow-up programs to meet the needs of incoming students from migrant families.

B. Chicano Aides

1. A full-time Chicano Aide Coordinator must be hired to develop and coordinate an effective Chicano Aide Program that would begin to meet the needs of the present Chicano students on campus and possible incoming freshmen of migrant families by fall 1972.
2. The number of Chicano Aides must be increased to ten by fall 1972.
3. In-service training must be developed for Resident Assistants, Head Advisors, etc., within the Residence Hall Programs, to begin to sensitize them to the unique culture of Chicano, Indian, and black students.
4. Residence Hall Programs must more adequately meet the needs of Chicano students.

C. Supportive Services

1. Supportive Services must work toward having more student input and participation.
2. Funds must be allocated to pay for the much needed services of academic tutors.
3. Students must be allowed to select a tutor from an accurate, up to date list.

D. Personnel Unit

1. The Personnel unit must hire a Chicana for the position of Employment Specialist to reach and work with the Chicano population.

E. Cooperative Extension

The University is committed to serve "those who work for the land." In view of the fact that by 1975 10,000 migrants will be displaced and the seasonal migrant population for the summer of 1972 has already entered the state the number of Chicanas involved the Cooperative Extension must be increased immediately.

1. The seven counties in the State of Michigan with the highest migrant populations must as a rule hire Chicanas as Extension Agents.

F. Curriculum

1. A stable Chicano curriculum must be developed.
2. At least one class must be established on the role of the Chicana by fall 1972.

G. Community

The University must take an active role in formulating and establishing programs for the Chicano community. In realization of the fact that the true needs of the Chicano community have not and can never be adequately reflected by any one person; the University must give more time and visibility to community groups, e.g., Sol de Aztlan.

1. As a beginning:
 - a. The University is in a unique position to offer drivers training classes for Spanish-speaking people. This service must be extended to include the Chicano community and more specifically Chicanas.
 - b. Faculty must be encouraged to offer classes in the community, supported by the University. These classes should include such topics as child care, marriage, and the family, etc.

2. The University must be sensitized to the unique culture of our Chicano population. More time, effort, and money must be spent in enriching the University community by providing Chicano speakers through the Great Issues Program.
3. Similar affirmative action plans must be implemented for blacks and Indians with appropriate input from each community.

APPENDIX C

STUDENT CONCERNS AT MICHIGAN STATE UNIVERSITY

The areas of admissions, orientation, academic advising, counseling, and placement are essential parts of the career development process, and as such, should be carefully planned and coordinated to maximize the development of the individual potential of all students at Michigan State University.

It must be noted that the following recommendations are designed to benefit all students regardless of their sex, race, nationality, age, or marital status. For example, women students must discover the current options available to them. As women students, they must explore the multiplicity of roles they may choose to assume in life. Men students likewise must become sensitized to the crucial decisions which must be made by women students. It is also necessary for men students to become aware of the influence of sex-role stereotypes and how these stereotypes influence the life decisions of women. It is inconceivable that women students who lack an awareness and understanding of who they are as persons or who have not been given the opportunity to freely choose that which they would like to contribute to society, can possibly be productive members of the greater community.

The concept of career development in the broadest sense necessitates realistic planning based on non-prejudicial information. Michigan State University must commit itself to the enhancement of career development for all students. In so doing, Michigan State University will recommit itself to the development of the individual, of the University, and of the community.

I. Admissions

- A. The ratio of male to female Admissions staff members must be equalized.
- B. Staff visits to high schools must be equalized in the following ways:
 - 1. Visits to co-ed schools must be scheduled for at least one man and one woman counselor plus students.
 - 2. Visits to schools to recruit students who would not ordinarily be in a position to come to Michigan State University must actively be continued.
 - 3. Recruitment must utilize the students and counselors whose backgrounds reflect the community which they are visiting.
 - a. A team composed of at least one Chicano and one Chicana counselor and one Chicano and one Chicana student.
 - b. A team composed of at least one black female and one black male counselor and one black male and one black female student.
 - c. A team composed of at least one Indian female and one Indian male counselor and one Indian female student and one Indian male student.
 - d. Teams composed of two counselors and two student representatives from all other representative ethnic groups.

4. Personalized recruitment toward students and their families must be handled similar to that which is now given to athletes.
- C. The student population at Michigan State University must reflect the population of the State in regard to race, sex, and age.
- D. There should be no quotas for admission.
- E. All academic departments, presently having less than 50% women students must actively recruit students on and off campus.
- F. Returning students and older students:
 1. Special admissions and academic advising facilities must be developed for males and females.
 2. There must be an active recruitment of women who are in traditionally female and now "job-less" fields for retraining and skill development.
- G. The ratio of male and female graduate students must be equalized.
 1. "Tests must separate candidates who would be successful from those who won't be successful" (Keith Groty, May 3, 1972).
 2. All departments must actively recruit women graduate students.
 3. A packet of information consisting of requirements for graduate departmental admission, schedule of entrance exams, available financial aids, and application blanks must be distributed to all first time seniors. This information should be available at registration.
- H. Starting at the time of recruitment and continuing through graduation and placement, career development must be an integral part of all undergraduate and graduate programs.
- I. A revision of the Michigan State University catalogue must be made to reflect programs, services, and facilities available for women and minority students.
- J. All application blanks which apply to both female and male should use terms like person, student, or individual instead of the pronoun "he."

II. Financial Aids

- A. Equal amounts of financial aid for graduate students and undergraduate students must be available for women and men who qualify.
- B. When both spouses are students, each should be considered as an individual and packaged accordingly.
- C. All types of financial aid, including Trustees scholarships, must be available to part-time students who qualify.
- D. All assistantships and other financial aid available within departments must be continually posted and updated on departmental bulletin boards.
- E. Debts owed the University cannot be held against the individual with a hold card when the University has failed to distribute the financial aid due the student.
- F. The Michigan State University Student Handbook must be up-dated to include a listing of only the scholarships which are currently available to students.
- G. A University-wide deferred payments plan must be established for students.
- H. The requirement of a Parent's Confidential Statement is not appropriate for any student who has established a legal residence separate from parents, that is:
 1. Married students who have not been obtaining financial aid from parents would qualify.
 2. Any student whose parents either refuse to offer assistance or refuse to cooperate with the University in completing the Parent's Confidential Statement would not be penalized.
- I. Financial aids must be coordinated by one department, the Financial Aids Office under the Vice President for Student Affairs.
- J. The University must make a firm commitment to the individual to continue to advise and promptly notify the student concerning changes in aid, packages, and status from the time the student first qualifies for aid until aid is no longer appropriate.
- K. Equal opportunity for diverse work-study jobs must be made available for women students.

III. Orientation

Orientation is needed by all students whether they are freshmen, transfers, International students, or married students. Special emphasis must be given to orienting women students to the campus and the services directly designed to meet their special needs.

Orientation must be provided as an option to all students on and off campus. The position of resident assistant should function to assure that the top priority during fall term is to provide the necessary information and referral needed by the new student living in a residence hall at Michigan State University.

Similar information must be made available to married students, off-campus students, and International students.

All forms of testing must be re-evaluated to determine not only the academic success predictability of a student at Michigan State University, but also the career potential of each individual.

In order to provide a well-coordinated program and to reduce the misinformation given to students, students, academic advisors, and counselors must cooperate in planning the orientation program.

There must be a revision of the MSU Student Handbook with the special section on advising, counseling, and programming for women students.

IV. Academic Advising

The University must take an entirely different position concerning the role and the importance of the academic advisor. The academic advisor should be hired as a professional with special counseling or advising expertise. In-service training must serve as an on-going integral part of the professional preparation required for the position. As a professional position, it must be financed accordingly and all faculty benefits must be made available where presently are denied, as in the case of University College Academic Advisors.

- A. Academic advising and tutorial services must be more centralized and must be available for all students with a special emphasis given to freshmen and to all non-preference students.
- B. Academic advisors must receive in-service training so they are familiar with job needs, curriculum, major requirements, and are sensitive to the special needs of women and minority students.
- C. If faculty advisors are assigned freshmen students, these advisors should have the option of working exclusively with freshmen and be given approximately one-half of the student load of the non-freshmen advisors so as to assure more individual attention to students during the freshmen year. Provisions must be made to include faculty advising in the "reward system" of the University.
- D. It is recommended to the Director of Residence Halls that student volunteers receive the necessary training to work at an information desk in the lobbies of residence halls during the first five weeks of each term to provide information about academic advising, career counseling, and other university services.
- E. Transfer students, GI's and returning older adults must be given special treatment including adequate advising in adjusting to the University. The University must establish academic advising services for this group of students with additional attention given to the unique needs of women within these categories.

V. Counseling

- A. Personal development and career development must be the primary counseling emphases in dealing with women students as counselees.
- B. A retraining of counselors must be directed toward developing an awareness of sex-role stereotypes and of appropriate ways of counseling women students.
- C. Information necessary to enable women students to become more aware of the options available to them must be provided for all women students.
- D. Counseling facilities must be made available to half-time and special students.

VI. Placement

- A. Michigan State University must actively seek employers who offer positions based on ability.
- B. Michigan State University must not permit recruiters who discriminate in hiring on the basis of sex, race, or age.
- C. The University should have personnel whose job it is to go to University departments and make them aware of current and projected trends in employment for women and encourage them in their recruitment and admission of women graduates and undergraduates.
- D. Michigan State University must develop more effective means of communicating to high school women students and guidance counselors the career and placement opportunities provided by Michigan State University.
- E. A packet of information concerning placement services and employment opportunities must be distributed to all first term seniors.

VII. Curriculum Changes

The overall curriculum must be studied in terms of its relevance to women students. It is believed that all general survey courses required for undergraduates must be integrated with material pertinent to women students. Since it is considered appropriate to study

the nature of woman and her significant role in history and culture, this information should be available for all students, not only for those students who desire to become specialists in "women's studies." A mechanism must be designed to allow students to develop a program to the extent desired by the student in multidisciplinary studies related to women.

VIII. Continuing Education

- A. Equal opportunity for a university education must not be denied to women on the basis of age.
- B. Provisions must be made to allow married women students who have interrupted their college programs because of marriage and family to transfer credits regardless of the number. More flexibility must be available for completing a degree program when the student lacks only a few credit hours toward the degree. Michigan State University should avoid penalizing the woman who chose to marry before she started or before she completed her college education by re-examining and modifying existing policies to make them reflect the goal of equal opportunity for women.

IX. Housing Options

More diverse options in housing should be available to students. There must be an expansion of available housing options.

Examples: Cooperative housing
Single room option
Various types of "co-ed" housing

Variations in broad policy must be expanded to include:

- 1. Provisions to purchase ten meals per week.
- 2. No meal tickets as available in Williams, Fee, and Van Hoosen.
- 3. Full meal plan as available now.
- 4. Transfer meal policy for guests.

The married Student Union should be recognized so that married students' problems with housing could be dealt with immediately.

X. Student Spouses

- A. Non-student spouses should not be governed by rules specifically designed for students. Example: Regulation of cars on campus.
- B. Spouses and children must be provided with health care, child care, and recreational facilities since Michigan State University is not only an institution of higher learning but also a community within itself.
- C. Classes must be available during evenings and on week-ends which can lead to Bachelor and Graduate degrees in all colleges. This will provide a more realistic option for women with child-rearing, day-time responsibilities as well as for members of both sexes who work during the day.

XI. Women's Organizations

Student organizations such as Associated Women Students offer services and direction to all women at Michigan State University and must be properly encouraged and funded.

The Associated Women Students has great potential as a group providing for the needs of women on this campus. Services such as the R.A.P. (Resources and People) Room are available to provide research materials in the forms of magazines, books, bibliographies, and extensive files on the subject of women. This room is staffed by women who are willing to further aid interested people in their search for information on the subject of women.

The publication M.S.U. Woman provides persons at the University with a form of communication in which they are able to spread information concerning women on campus, advertise meetings, and generally develop more consciousness of women. This is open to anyone who wishes to contribute.

There are various other services that are needed at this University to continue to aid women in the community. These services could be provided by women's groups if the University were willing to continue and to expand its support.

XII. Health Services

A. The following must be provided:

1. Gynecological services
2. Birth control information and devices
3. Problem pregnancy counseling.

It is recommended that the Olin Health Center respond to the increasing need for gynecological services for women students at Michigan State University. Students and staff alike find it shocking that Michigan State University has failed to hire gynecologists despite the high enrollment of women students. It is further recommended that a review board be established to handle complaints and recommendations regarding health concerns of women students.

XIII. Day Care

Adequate day care facilities for students with children must be expanded to meet the increasing needs of the University community. It must be recognized that day care does not involve "babysitting" but instead is a planned developmental program for child care. The University must provide inexpensive child care services since the present day care center is beyond the financial means of most married students with children.

XIV. State News

- A. Coverage must adequately reflect the composition and interest of all women within the University community.
- B. The State News must become sensitive to terminology that is offensive and degrading to women and minorities.

XV. Michigan State University Band

Michigan State University must begin immediately to actively recruit women students to play in the Spartan Marching Band. The recruitment goal should be that by fall, 1976, the composition of the Marching Band should be 50% women musicians. The training program at Michigan State University for elementary music teacher should become sensitized to the need for having teachers encourage children to play an instrument according to recommended procedures governing breath-control and desire rather than on the basis of sex. Example: Brass and percussion instruments are not exclusively or primarily for boys.

XVI. Women's Athletics and Recreation

The entire area of recreational and athletic programs must be expanded to include more activities and sports for women. Caution should be exercised to avoid discouraging women who are athletically inclined from participating in sports. The stereotype of the woman athlete and the stigma attached to being athletically gifted must be erased.

Women students must be encouraged to develop their athletic potential. Michigan State University must provide the professional staff with the necessary facilities which will enable our women athletes to accomplish their athletic goals.

Recommendations for athletic structure that would best meet the needs of women students

- A. Athletics at Michigan State University should be governed by the following:
 - 1. Director of Women's Intercollegiate Athletics
 - 2. Director of Men's Intercollegiate Athletics
 - 3. Chairperson of the Department of Physical Education in the College of Education.
 - 4. Women's Intramural Director
 - 5. Men's Intramural Director
- B. These five positions and Vice-President for Student Affairs, as an ex-officio member, will constitute the "Athletic Executive Council."
- C. The Athletic Executive Council will determine number of facilities and the sharing of facilities as well as general University athletic planning and development.

- D. A Search and Selection Committee shall for Women's Intercollegiate Athletics Director consist of:
 - 1. All coaches of women's athletics.
 - 2. Students representing physical education, women's intercollegiate athletics, women athletics at Michigan State University.
 - 3. A representative of the Physical Education Department and the Director of Women's Intramurals.
 - 4. Two at large members from Student Services appointed by the Executive Vice-President.
- E. The Search and Selection Committee will appoint an "acting" Director of Women's Intercollegiate Athletics as soon as possible and no later than September 1, 1972. This woman will assume the Directorship. A permanent Director will be named by July 1, 1973.
- F. Although the Director of Women's Intercollegiate Athletics will be a full-time position, the position could be a "shared" position* or the individual holding the Director's job could devote a small portion of her time (1%) to her own special interests. It is preferable for one woman to handle this full-time position.

*Multiple people responsible for job responsibilities to be worked at by the individuals involved, not two or three part-time people.
- G. A breakdown of opportunities for women would consist of:
 - 1. Intercollegiate teams and individual sports with coaching.
 - 2. Clubs--individual sports and teams with coaching through Intramural Director.
 - 3. Class level--Physical Education classes available to teach sports.
 - 4. Intramural--Recreation and physical fitness for women, spouses, and children.
- H. Student fees collected for Athletics will be divided equally between Men's and Women's Athletics.

- I. The salaries of male and female athletic professional staff members should be equivalent where job descriptions including sport classification and responsibilities are equal.
- J. Students participating in Women's Intercollegiate Athletics should not incur any additional expenses because of participating in sports. Medical expenses, transportation expenses, room and board, uniforms, etc., should be covered by the University. Financial aid will be handled by the Financial Aids Office for anyone who qualifies. Being a woman athlete should not deter the financial aids that ordinarily would be available to her if she were not an athlete.

APPENDIX D

FAMILY SERVICES AT MICHIGAN STATE UNIVERSITY

I. Day Care Facilities

- A. Adequate day care centers must be provided for all students, employees, and faculty at a minimal payment, or no cost, with payment based on a sliding scale. Care must be provided for infants, toddlers, and pre-schoolers on an all-day or half-day basis and after school for school-aged children. Within these centers, provision must be made to provide "nursery school" experience.
- B. The University must cooperate with community centers to provide these services. Staff and budgetary commitments for facilities, supplies and staff must be provided to enable the day care program to be a developmental-education program rather than only custodial care.

II. Health Care Facilities

- A. It is necessary for the University and its medical schools to establish health care facilities for all students, employees, faculty and their families. There is a special need for the following:
 - 1. The establishment of a well-child clinic.
 - 2. The establishment of an immunization clinic.
 - 3. The establishment of acute care facilities on campus for all students, employees, spouses and children.
 - 4. The establishment of prenatal care and delivery facilities for all students and student spouses.

5. The availability of medical and dental counseling facilities for all students, employees, faculty and their children and spouses.
6. The establishment of expectant parent and infant care classes for all students, employees, faculty and their spouses.
7. The expansion and publicizing of the Family Planning Clinic in order to better serve all students, employees and faculty.
8. The establishment of dental care facilities for students, spouses and children.
9. Any fees established must be such that they do not exclude any student employee, or faculty family in time of need.

III. Recreational Facilities

- A. The University recreational facilities and programs must be available so that all students, employees, faculty, and their families can benefit from them. The University must provide recreational classes and facilities for all ages of children of faculty, employees, and students from infants through teenagers. A variety of classes and times including evenings and weekends must be available so that all can participate.

APPENDIX E

WOMEN IN THE MEDIA AT MICHIGAN STATE UNIVERSITY--A PROPOSAL

By Susan Otte

Tentative title: "Adam's Rib"

Basic program concept

Basically, the program as conceived would be an on-going series of half-hour programs--ideally this program would be aired during the day when women are at home as well as a repeat evening airing so that women who work during the day as well as their families would be able to view the program. The program would have an overall coordinator who would assign programming to be done by independent producers. The station would make available production personnel and studio time on a regularly scheduled basis. For the most part, the program would be done entirely in the studio--this for two reasons. First of all, this would keep costs to a minimum. Secondly, the nature of the program would be to discuss and explore some of the attitudes and positions being taken by and about women in our society. Most of these ideas are virtually impossible to visualize. The final judgment, however, would be left to the individual producer of any given feature and would be handled at her discretion.

Suggested subject areas to be covered: (not necessarily in order of importance)

1. Women's basic self-concept and how in our society this is arrived at. This would deal with formal education, programming of little girls to accept a certain view of themselves; how this is perpetuated with the structure of the nuclear family; how our educational system continues to propagate this type of thinking. Resource people for this type of programming might be people from the University community as well as those in the fields of counseling and education.

2. The role of the woman in the church. A look at the traditional male-dominated structure of organized religion. A look at how and why this type of thinking arose. What is being done to change it, if anything? Various aspects of the Jewish, Roman Catholic, and Protestant faiths that are used to justify sex discrimination. Exploration of women's changing role within the church (nuns, women pastors, etc.)
3. Women within politics. The increasing role of women in the political sphere. Sixth District women's political caucuses, McGovern Committee recommendations for representation of women and minorities within the Democratic party, and women being considered for higher offices could be examples for consideration.
4. Women in education--how women are channeled into a further extension of their child-rearing roles; discrepancy of women being such a high proportion of teachers but very few in supervisory or administrative roles.
5. Women in the media. How women have been exploited by the mass media. Investigate how standards for sexuality have been determined and shaped by Madison Avenue.
6. Women and aging. A look at the special problems that women face as they grow older; disparity of pensions and social security benefits for women; the fact that women generally live longer than men--why is this; the problems that a woman faces with her physical appearance as she ages--wrinkles, hair dyes, plastic surgery, dieting, etc. How does a woman view herself as she grows older?
7. How men will be freed when women are liberated. Here both men and women will comment on the rigid roles that women and men have to play in our society. Desirable alternatives to those roles.
8. Racism and sexism--this will show the interconnection between the racist attitude prevalent in our society and how closely connected sexism is with racism. (Possible source book: Sex and Racism in America.)
9. A special look at the black woman in the United States. This program would explore the special problems that black women have in our culture. The whole idea of the black matriarchy; how this occurred if in fact it did occur; where the loyalties of the black woman are at this time--to her race or to her sex--or both? What is the inherent conflict of trying to bridge these two areas; what is being done, if anything, within the black community to try to resolve these problems?

10. The Chicana . . . what are her special problems? What is "macho" and "Machismo?" What does this mean for the Chicana? Are her allegiances at this point to "La Raza" or does she see a need for women's liberation within the brown community? What is the special role of the Catholic Church within the Chicano community and how does this effect the Chicana? How does the Chicana educate her children--what roles and self-expectations does she try to convey?
11. Women and continuing education--a look at the special problems of the woman who has obtained a degree, college education, etc., married, raised a family, and then when her family is grown, desires to return to the work force. She is then faced with obsolete skills, and no channels for getting "plugged back into the system." How does this effect her and what can she do about it? What provisions are made and are being contemplated by the social and educational institutions to help her?
12. The housewife--are women happy with the traditional roles of "wife and mother?" If so, why? If not, why not? Additionally, what is the male role in care of the home and children at this point? Many women feel that the male role should change. Why? How would these desired changes be accomplished? Discuss division of labor and aspects of "marriage contracts."
13. Women in state government. Efforts to make divisions of state government responsive to change in its perceptions of women . . . hiring, salaries, promotions, etc.
14. Women and childbirth . . . abortion reform (two programs here--pro and con), sex education, contraception. Where does the male come into the picture in family planning? Maternity leaves from work. Day care centers for children. (Each of the above-named subject areas is ample material for at least one program.)
15. Women and money. Why are women allowed to make decisions that concern the welfare of others--food, clothing, laundry, etc.? Why do men make the decisions regarding home, car, etc.? Why cannot a woman act as her own agent in matters of credit, money management, obtaining loans, etc.? When it comes to industry, why are women not sitting on Boards of Directors, Boards of Trustees, etc.?
16. Careers for women--individual women that are in fields that are not usually the province of women. Women in law, police work, women builders and architects, truck drivers, engineers, car saleswomen, etc. (Each program here might be an interview with just one or two women per program. How they came to be attracted to their field, how they obtained their training and education, any obstacles they had to overcome to obtain work, etc.)

17. Day care--what is the obligation of society to provide care for its children? What is the obligation of the employer to help the woman employee in obtaining help and care for her children?
18. The Welfare Mother. How is it that so many women are heads of households and are on welfare? What is it about our system that evidently continues to perpetuate this problem? What is needed to reduce the welfare rolls? How is it the welfare mothers actually live--rent payments, food and food stamps, health services, etc.?
19. Women within Michigan State University. Grants, loans, scholarships, employment, job levels, placement, tenure, women in the faculty, salary differentials, etc.
20. Street Corner Society's play on women.
21. "Trivia" . . . the use of Mrs., Miss, Ms. Gentlemen, Dear Sir, Chairman, mankind. Why is the masculine pronoun always the word of choice? The strange propensity for most swearing and derogatory language to relate to women. Help wanted terminology--"sharp chick," attractive receptionist, etc. What sort of a self-concept does this language foster?

Program Implementation

Media presentation of the significant as well as trivial aspects of the women's fight for equality in this country continues to be inadequate and often poor in quality. Therefore, I am proposing that the Public Broadcasting Station on the Michigan State University campus become a prime vehicle for conveying these issues to the mid-Michigan populace.

As the series is now conceived, it would consist of a weekly, half-hour presentation to be aired twice--once during the day for those who are able to view at that time, and a second evening airing which would enable viewers to repeat their viewing and see it with their families and friends. The basic production concept of the program would be an in-studio, videotape production for two reasons: first, this would keep costs to a minimum (tape can be used and erased and reused while film is a much more expensive proposition) and secondly, since many of the ideas to be dealt with are very difficult if not impossible to visualize, it is felt that in-studio discussions would be sufficient to explore and issues that need to be discussed.

First, the program would have an overall coordinator. This person would have the ultimate say as to program content as well as the ability to make judgments as to subject areas to be covered. However, experience teaches that there is a very real danger of falling into the traditional, hierarchy-oriented structures for decision making set up to perpetuate the existing chain of command. The coordinator

ideally would be as free as possible to consider all forms of suggestions, recommendations, and points of view.

Secondly, there would be a basic pool of women producers who would indicate subject areas of interest or concern. These women would be totally responsible for production of a show or shows dealing with their area of concern. Each would provide resource people, visuals, do research, and arrange for coordination of these elements. She would of course have at her disposal the overall coordinator for assistance.

A third element of great importance to the series' audience acceptance, is the system used for audience input, for instance, on-air access. The air waves belong to the public. The broadcaster, in this case the television station, has been given the charge to provide the technical expertise to allow the transmission of ideas. Direction must come from the community and not from the broadcaster. Frequently, however, the broadcaster is locked into a closed system that is unwilling or unable to respond to the needs and interests of its audience. The women's program must provide for all points of view and all range of expression. This must be an integral part of the program. Active solicitation of input from the viewers and the community should be a built-in part of this program.

At the present time, Michigan State University Television (WMSB) has available a pool of highly competent women who would be able to cover most aspects of the women's series. WMSB now has programming for blacks and Chicanos . . . each of these programs has women capable of speaking to these special interests and concerns. Additionally, there are several other women with experience in broadcasting who would make excellent producers. WMSB could easily start its new fall season with its new, full-time UHF facility, WKAR-TV, Channel 23, with a program dealing with the vital concerns and interests of women . . . something presently not available.

A complete cost breakdown for personnel and production needs can be made available, i.e., salaries, videotape stock, studio facilities, etc. Funding for the series could be shared by the Center for Urban Affairs and the Office of Equal Opportunities along with WMSB, as well as additional academic disciplines within the University should the series eventually be perceived as a resource for credit course work.

WOMEN'S STEERING COMMITTEE

Faculty

Dr. Margaret Bubolz, Professor and Chairperson, Department of
Family and Child Sciences, College of Human Ecology

Dr. Laurine Fitzgerald, Associate Dean of Students

Dr. Ann Tukey Harrison, Department of Romance Languages

Administrative-Professional

Ms. Joann Collins, Counselor, Financial Aids

Ms. Josephine Ferguson Wharton, Assistant to Director, Equal
Opportunity Programs

Clerical-Technical

Ms. Carol Naille, Senior Clerk, Financial Aids

Ms. Roberta Smith, Editorial Assistant, College of Engineering

Service and Labor

Ms. Verna Bradley, Food Service Supervisor, McDonel Hall

Graduate Student

Ms. Marylee Davis, Ph.D. candidate, education (also Head RA,
Rather Hall)

Ms. Mary Kay Scullion, Ph.D. candidate, education (also Aide
to Representative Ryan)

Undergraduate Student

Ms. Bridget Denihan

Ms. Lin Mracheck

Ms. Elva Revilla

Other

Ms. Linda K. Hamilton, Section Head, Library

Ms. Laura Henderson, Academic Adviser, University College

Ms. Vicki Neiberg, Coordinator of Alliance to End Sex
Discrimination at MSU

Ms. Eunice Richardson, Staff Nurse, Olin Health Center

Staff Liaison

Ms. Olga Dominguez, Equal Opportunity Programs

July 24, 1972

ED 078730

why call it ad hoc?

WOMEN AT MICHIGAN STATE UNIVERSITY:
POSITIVE ACTION FOR EQUAL OPPORTUNITY

On June 1, 1972, President Clifton R. Wharton, Jr., received a 59-page report from the ad hoc Women's Steering Committee covering a wide range of issues and concerns regarding the status of women. The report was the product of three months' effort by the 17-member group of volunteers appointed by the President. In addition, three members of the committee submitted a minority report. *no not articulated before group --*

The formation of the Steering Committee grew from a number of discussions by Dr. Wharton and other University officials with several women who felt that there was not sufficient opportunity for the special concerns of their sex to be articulated within the university community. Therefore, the primary charge to the Steering Committee was to recommend a structure within which the concerns of women could be more formally and systematically communicated in an advisory manner. The report, however, goes considerably beyond this charge in its discussion of numerous substantive issues as perceived by the authors. //

Since the submission of the report by the Women's Steering Committee on June 1, many officials and administrators have had an opportunity to study its contents and recommendations. It was reviewed by them with two particular objectives in mind: 1) how the concerns and recommendations in the report meshed with the many thrusts already being undertaken by the university to assure equality of opportunity for women, and 2) which new recommendations in the report would be helpful in leading to additional constructive affirmative action.

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As a result of that review, this response has been prepared. It seeks to put into perspective [the administration's efforts to more than match today's philosophy that women must be full-fledged, equal participants in the events and activities which help shape their lives.] Insofar as Michigan State University is concerned, this means that women must have the opportunity to share fully the opportunities -- and responsibilities -- in all aspects of the university community -- as students, faculty and staff.

The basic strength of the Women's Steering Committee report is that it helps identify areas of principal concern as articulated by the members of this committee. This response will seek to take advantage of this expression and a number of helpful recommendations to describe how concerns can be met through the strengthening of existing programs and the initiation of new approaches.

By the same token, the response will be critical of parts of the report, which lack substance or which are unrealistic. [To a large extent, the Steering Committee report is a compilation of grievances rather than a unified committee report.] The report fails to set priorities, and it contains a number of contradictions. It also evidences some misunderstanding of how the university is administered or a knowledge of the programs and services already available.

Nevertheless, the depth of feeling exhibited by the women authors in their report is very apparent. It is therefore important that the administration be as responsive as possible since the concerns are real and the basic objectives are shared by all.

For the sake of clarity, the University's reply is organized into seven elements which correspond to the Women's Steering Committee report. These are: 1) an organizational structure to be responsive to women's concerns, 2) personnel matters, 3) academic and student improvements, 4) minority affairs, 5) athletics, 6) television programming and 7) the University's "community responsibilities." A number of their recommendations interspersed throughout the appendices of the report will be consolidated for this purpose; however, only the recommendations which appear to be of the greatest significance will be covered in this response.

The University administration is taking this opportunity to list a number of positive action steps which it is taking, or is prepared to take, in behalf of its commitment to equal opportunity. These appear as numbered and underscored items throughout the response. Many have been in the development

stage for some time preceding the formation of the Steering Committee; however, they are listed here since they are responsive to various recommendations contained in the women's report.

Many of these steps will help strengthen the University's programs in behalf of minorities as well as women.

It should be noted at this point that the University, while fully committed to the principles and practice of equal opportunity, is seriously constrained by the financial resources available from doing all that it, or that members of its community, might like to accomplish immediately. We must emphasize that this will not deter us, however, from continuing to eliminate any practices which are held to be discriminatory or outmoded, or from taking positive steps forward as fully and as rapidly as possible.

Among those administrators who reviewed and commented on the Steering Committee report were:

1. Jack Breslin, Executive Vice President and Secretary to the Board of Trustees
2. Dr. John Cantlon, Provost
3. Roger Wilkinson, Vice President for Business and Finance and Treasurer to the Board of Trustees
4. Robert Perrin, Vice President for University Relations
5. Dr. Eldon Nonnamaker, Vice President for Student Affairs
6. Dr. Dorothy Arata, Assistant Provost for Undergraduate Education
7. Dr. Herman King, Assistant Provost for Academic Administration
8. Dr. Ira Polley, Assistant Provost for Admission and Records
9. Dr. Margaret Lorimer, Professor, Institutional Research
10. Dr. James Hamilton, Assistant Provost for Special Programs
11. Dr. John Dietrich, Assistant Provost for Academic Planning
12. Dr. Joseph McMillan, Director, Equal Opportunity Programs
13. Mrs. Mary Sharp, Assistant Director, Equal Opportunity Programs
14. Dr. Keith Grotz, Assistant Vice President for Personnel and Employee Relations
15. John Shingleton, Director, Placement Bureau
16. Burt Smith, Director, Intercollegiate Athletics
17. Robert Page, Manager, TV Broadcasting
18. Dr. Robert Schuetz, Acting Director, Institute of Biology & Medicine
19. Dr. Paul Dressel, Director, Institutional Research

Their observations, recommendations and proposals have been consolidated into this document which has been considered and concurred in by the President and Executive Group.

I. STRUCTURE

There were two principal proposals presented for a structure within the university administration which would be the focal point for matters of primary concern to women. [The report of the Steering Committee suggested a wide-ranging organizational model based on the establishment of an off-campus "Women's Center."]

[A minority report offered by three members of the Steering Committee alternatively proposed a less elaborate but more functional "office of women's affairs" within the existing Office of Equal Opportunity Programs, with EOP's authority broadened accordingly.]

20th The adoption of an appropriate administrative model is of key importance in this discussion because some tend to place a higher value on "organization" than on substance. This is exemplified in the proposal of the Steering Committee for an elaborate matrix of advisory, research, action and program offices into a "Women's Center" with an initial budget of \$100,000 for the first year. The prediction that such a structure "will reduce in size" as it completes its tasks fails to assuage the fears of those experienced with bureaucracy or public administration.

20th This proposal also brings to the surface a number of apparent misperceptions and errors in understanding central university administration and decision-making. It encourages both separatism and a serious administrative conflict in that listed functions of the groups slash across and at times usurp existing areas of responsibility. The net effect would be balkanization of responsibility, rather than coordination of effort.

The proposal confuses line authority and mere advisory presence. This confusion is inherent in the description of the "coordinator," a high-level position whose "rank but not title" as vice president and an office on the "fourth floor" of the administration building supposedly would confer some special degree of power and omnipotence. No such power is possible without line authority, and across-the-board line authority cannot be delegated administratively for the furtherance of a single group. Furthermore, the Executive Group, made up of university officers, is a structure created for the president's administrative convenience, through which the officers have an opportunity to discuss mutual concerns and plans. Those serving do so by virtue of their official responsibilities,

not because they are "representational" of any constituency. Nor is the Executive Group a closed-circuit, or the only means by which major issues can be initiated or explored. Many other avenues exist.

Of the four proposed elements of the structure envisaged by the Steering Committee, that of the Women's Advisory Council more nearly meets the request made in the original charge to the committee. Unfortunately, however, the report does not go into any detail on the WAC other than what is provided on page 2.

Considerably more detail is given to the proposed advocacy-action, research and program development structures. However, each of these ignores the existing organizational structure and procedures of the university which are necessary for administrative efficiency and effectiveness.

For example, the advocacy-action coordinator would be "responsible for continuing education for all women," thus usurping the authority of the Continuing Education Service and the Provost's office, not to mention the responsibilities of 16 colleges. It further totally overlooks the current work of the Task Force on Lifelong Education. In "responding to specific complaints," the proposed advocacy-action coordinator would seriously overlap or conflict with the responsibilities of the Office of Equal Opportunity Programs.

The program development office would, for unexplained reasons, report to both the Provost and the Executive Vice President, and be involved in the development of academic courses as well as community programs. The research office would cut across many existing research lines without any indication of how and where the product of its work would be used.

A major criticism of this committee approach is that it would tend to build and accentuate separatism; i.e., the Women's Center and staff would create a large and distinct operation dedicated to the furtherance of one particular group, irrespective of total university obligations and resources. What would be the effect if each group on campus with a major affinity of purpose adopted the same approach for administrative relief of its perceived problems?

The result, in fact, would be counter-productive. Once established, such a monolithic structure thereafter may be seen by all other constituencies in the university as being sufficient. Other units could subsequently feel that they need make no contribution to the effort. One does not thereby harness the

permanent energies and resources of a wider constituency. Once separate identity is enshrined, the isolation is institutionalized. *how does this relate to the situation*

Conferring such authority also could lead to similar requests from *in no* other groups with similarly perceived needs. Most important, it would detract *Back* from the overall sense of mission on behalf of all groups which can be realized in a single office with broader responsibilities.

The University administration, however, recognizes the need for a better means by which the particular concerns of women on the campus may be more effectively articulated. This need is apparent in both the advisory and functional areas.

Heretofore, much of the responsibility has fallen on the Office of Equal Opportunity Programs. EOP's primary activities, however, have been in the area of anti-discrimination and affirmative action to assure equality of opportunity. It has done an effective job in carrying out these assignments and has well served the interests of both women and minorities. During the past two fiscal years, EOP (and the Anti-Discrimination Judicial Board) handled 80 complaints, of which 35 alleged discrimination because of sex. It is to EOP's credit that it has been able to satisfactorily resolve the majority of these complaints before they need to be sent through the entire formal machinery of the ADJB.

Nevertheless, EOP as it is presently structured is unable to meet needs which are not of a discriminatory nature. It is under-staffed and it is not equipped to handle diverse issues such as health matters, academic concerns, job training programs and similar perceived needs which may well be shared by both women and minorities. While one office administratively cannot have authority to act in all of these areas, we believe that it could well be a central clearing house for advice, referrals and follow-up. Therefore,

1. It is proposed to restructure EOP into a new Department of Human Relations, headed by an assistant vice president and director, and including an Office of Women's Affairs and an Office of Minority Affairs, each headed by an associate director.

The new department would report to the Vice President for University Relations. This officer is a member of the Executive and Administrative Groups and would have responsibility for insuring full and proper consideration of the department's findings and recommendations.

The new Department of Human Relations would continue to be responsible for anti-discrimination and affirmative action activities, but it would have increased staff and authority to be responsive to other concerns. A primary function of the Office of Women's Affairs would be to articulate the needs of women and to serve as liaison with other university units which have line responsibility, e.g., the Provost's office on academic matters, and the offices responsible for personnel, athletics, research, health care, etc.

The establishment of an Office of Women's Affairs under the proposed reorganization also follows the intent of the minority report of three Steering Committee members. This is the most administratively sound manner in which to proceed.

An area of deficiency reflected in the report has been the lack of formal training programs through which those women and minorities in lower-level jobs in the University would be able to upgrade themselves to take advantage of promotional opportunities. This should be corrected, as well as extended to all employees.

2. The University is establishing a position of Coordinator for Training Programs to plan, organize and direct training activities for women and minorities. Initially located in EOP but with liaison to the Personnel office, this position will become a responsibility of the new Department of Human Relations.

While the Department of Human Relations will have new responsibilities and staff which will be more responsive to a wider area of needs, it is important that there be opportunity for a greater inflow of ideas and reactions from women in the general university community. This need can best be met through an advisory council which can accurately reflect the various constituencies which make up that community. Consequently,

3. The administration concurs in the proposal for establishment of a Women's Advisory Council which would have reporting responsibilities to both the Vice President for University Relations and the Department of Human Relations.

In addition to advisory responsibilities, the WAC would help monitor the effectiveness of the new department and review the responsiveness of administrative offices to its recommendations. Total membership of the WAC is to be determined; however, it is proposed that its members be nominated by the various campus constituencies so that they may represent the views of students, faculty, staff, spouses, etc. They would be appointed by the president and would include appropriate women administrators.

This council could also develop, if desired, the type of workshop, "consciousness-raising" programs, etc., such as are envisaged in the Steering Committee proposal and make recommendations to appropriate university units. (It is anticipated that a similar counterpart "Minority Advisory Council" would be formed as a means of better coordinating the concerns of minority faculty, students and staff.)

* * * * *

The administration believes that the steps outlined above constitute significant progress toward meeting the legitimate concerns of women on the campus, provide a focal point for their activities and yet not disrupting or dismantling the administrative lines of responsibility which the University must have to function effectively.

We believe that the proposed reorganization, including an Office of Women's Affairs, is administratively and functionally preferable to the proposal of the Women's Steering Committee. It will 1) provide a recognizable and organizational focal point within the University administration for the receipt and expression of women's concerns; 2) serve in a liaison and sentinel capacity with administrative offices without disrupting their delegated authority for decision-making and action; 3) provide essential coordination in the elimination of any discriminatory activities affecting women and minorities; 4) have authority to refer problems to action offices and to follow up on progress toward their resolution, and 5) provide a direct avenue of accountability within the administration.

It is recognized that the proposed structure may have imperfections or deficiencies which are not now apparent or which some fear may be present. Experience is the best test. It would be anticipated, however, that the Women's Advisory Council would not only help monitor the department's activities but also aid in establishing criteria by which its effectiveness in behalf of women could be properly measured. Changes in the structure could be made as necessary to make it more effective.

II. PERSONNEL MATTERS

The chapter of the Steering Committee report entitled "Employment Policies and Practices" is extremely helpful. It articulates many useful and positive ways in which the University can and should move to be more equitable in its employment practices and to improve opportunities for all.

Within the past year, much has been done to strengthen and improve its ability to meet its many responsibilities in the personnel area.

A major step was the thorough review of all academic salaries with the objective of correcting any historical inequities between men and women in comparable positions, and with comparable rank, experience, qualifications, etc. In addition to studying salary comparisons between men and women within the same departments and colleges, attention also was given to areas where women predominate. These include the College of Human Ecology, the School of Nursing and the Library.

As a result of this review, 138 women faculty are to receive salary adjustments totaling \$118,635 effective July 1, 1972. These adjustments are in addition to the annual increase averaging 4 percent for faculty and staff.

Other constructive steps already implemented or under development include:

- The development and implementation of hiring goals for women and minorities in both the academic and non-academic areas.
- Reorganization of the Personnel Department.
- Development of a new nepotism policy.
- Rewriting university leave policy to permit paid sick leave to be used for maternity purposes.
- Central posting of vacancies in both academic and non-academic positions.
- Assisting deans and department chairmen with recruiting sources for women and minority faculty.

In discussing the distribution of women throughout university employment, however, a number of seeming contradictions appear in the Steering Committee report. It calls for women to be in jobs on the basis of qualifications rather than sex; yet it proposes the creation of specific jobs for women in many areas of employment.

The report states that all women currently employed be evaluated and promoted where necessary to positions of greater responsibility; yet it also says that "sex must not be a criterion for promotion." It calls for women to represent "at least one-half" of total MSU employment and for the University to "specifically designate . . . percentiles of new positions to black, Chicanos and American Indian women;" yet, it states that there should be no quota systems.

These dichotomies are not necessarily unusual in the quest for correction of past practices and traditions. However, they point up the difficulty of moving in one area without discriminating in another.

The call for representation of women, including minority women, "proportionate" to the population, throughout University employment has some surface attraction, but in actuality, it is unrealistic. With slightly more than half of the total population female, this theory assumes that women want, and are present with the necessary qualifications, to participate in university employment at all levels on a percentage basis. This is a false assumption, and the same is true of representation of minorities on a strictly population ratio.

A more accurate measurement would be the extent of the availability of women and minorities in the area labor force. In this respect, MSU non-academic employment exceeds the percentage of women and minorities as reflected in Michigan Employment Security Commission statistics for the Lansing metropolitan area.

Faculty employment, of course, draws from a national base; yet even here, MSU employment is about even with the percentage of women with doctorates in the national market. Nevertheless, the University recognizes that it must aggressively recruit more women for the faculty, as well as strengthen opportunities for women in non-academic areas.

A section of the personnel chapter addresses itself to recommendations concerning Administrative-Professional employees and the need to have more women represented in the higher levels of this category. The solution to this problem, however, is not simply one of reclassifying or redesigning the present positions. What is necessary first is a study of the present jobs within the A-P category to determine if they are properly classified according to the work done and not the persons holding those positions.

4. An A-P classification study is presently being developed. Following its completion, personnel officials can determine the distribution within the A-P category and, where possible, take necessary actions to achieve a more uniform distribution. It is anticipated that the study also will result in revisions and adjustments in a number of A-P areas.

At the present time, clerical-technical and labor employment is the largest occupational area for women in the University. Efforts have been made to break down those particular jobs which seem to have been exclusively reserved for men or for women, and to move employees of the opposite sex into these positions. Some success already has been achieved in this area; in particular, efforts are underway to provide more male applicants for clerical positions.

5. Following completion of the A-P study, similar investigation will be conducted in the clerical-technical category to improve the classification system and to make necessary compensation adjustments.

The personnel chapter urges increasing opportunities for women in part-time employment. This is a difficult area in a university setting. Although it is desirable to have more women employed on a part-time basis commensurate with their training, ability and experience, the opportunities for such employment are concentrated within a few areas. It is more characteristic of student and faculty employment than of regular positions. Therefore, increasing the opportunities for part-time jobs in other than the faculty area would be difficult if the University is to continue to expand the opportunity for students to work as part of their financial aid assistance.

There also is a suggestion that wives of faculty and staff be given more access to employment. These women do represent a valuable resource; however, job opportunities again are concentrated rather than distributed across all employment classifications.

Nevertheless, the University intends to do everything it can to better utilize the resources available to it through part-time employment, and it will provide equitable treatment for such employees.

6. It is the University's plan to provide compensation for part-time (non-student) employees on a basis which, together with other ordinary criteria, is proportionate to the compensation of a person working full-time in a similar position.

Many of the suggestions in the personnel chapter on promotions, advancements and job security are present operating policy of the university. Women employees will be promoted and advanced according to the job requirements and the skills of the individual. As noted, the need for in-service training has been recognized and is being acted upon.

The suggestion that all University women employees be allowed to take credit courses on released time and under a reimbursable plan is not considered a viable recommendation. Although some training programs may carry academic credit, the primary criteria for the establishment of a training program should be employee and University needs for more effective performance and management. It also must be kept in mind that funds received as appropriations or fees for instruction of students cannot be diverted into "no-cost" instruction for a particular population.

A number of recommendations are made in the report with regard to improved fringe benefits. These apply, as does the University's current fringe benefit package, to all employees and not just to women. A number of specific improvements in this area have been in the study and planning stages and will be implemented in the near future.

7. The University will provide paid long-term disability insurance to all full-time employees effective January 1, 1973.
8. A plan to provide fringe benefits on a proportionate basis to part-time employees is under final review and will be inaugurated soon.
9. The "personal leave day" plan is being expanded to two days effective this fiscal year.

The report goes into some detail on the subject of grievance procedures, noting correctly that a number of such procedures now exist for various categories of employees and complaints (e.g., tenured and non-tenured faculty, unionized employees, discrimination complaints, etc.). The report states that "one of the most fundamental guarantees which must be extended equally to all employees is the right to file a grievance and have it acted upon."

The administration concurs in this statement. At the present time, a complete review is being undertaken of grievance procedures available to all employees which are now in existence.

10. The grievance procedure study will include the adequacy of existing plans and provide recommendations to assure that all employees have some form of procedure. Following the review, all procedures will be placed in an appropriate manual.

* * * * *

These are among the steps which the University is taking to improve its personnel practices. They will not achieve dramatic changes overnight. However, they will lay the foundation and the principles upon which the University will build in striving for the goal of complete equality.

III. ACADEMIC AND STUDENT IMPROVEMENTS

The chapter in the Steering Committee report on student and academic concerns contains an extremely important sentence: "Women students must discover the current options available to them." In so doing, it is highly likely that women will find that opportunities for academic pursuits, both at the undergraduate and graduate levels, have been considerably expanded or are greater than they may have been led to believe.

For the past several years, women have accounted for slightly more than half of the entering freshman class. Their numbers also have significantly increased in the graduate schools and in assistantship positions. There is a greater distribution of women in colleges other than those in which women traditionally have been concentrated.

At the same time, however, the University is alert to the need to make further progress in admissions, curriculum offerings, advising, graduate school entrance, etc., and it is actively pursuing these objectives.

Admissions

In the area of admissions, the report suggests that visits to high schools take on the form of "team visits" reflecting sex and ethnic representation. At the present time, the Admission's Office seeks to use the special skills, knowledge and empathy which various minority members of the admissions staff have. A Chicano concentrates attention on high schools having a significant number of Chicano students, and black professionals visit schools with large numbers of black students. However, these personnel also visit other schools, and it is not appropriate to limit professional staff to segregated assignments. Women staff in Admissions visit schools without regard to the sex ratio in these schools, but they undoubtedly can do more in articulating the educational and occupational opportunities for women.

There is no evidence that team visits are more successful; however, they would be inordinately more expensive. Moreover, high schools report that their operations already are complicated by the large number of admissions personnel sent by the various colleges and universities, and it is unlikely that they would be willing to work with several "representative" individuals from one school.

The report also states that "male and female graduate students must be equalized." This again reflects the statistical approach to equality rather than one of true freedom of opportunity. It is not clear, for example, that an equal number of women will ever choose Mechanical Engineering or that an equal number of men will choose Human Ecology or Women's Physical Education.

The report to the President of the Commission on Admissions and Student Body Composition more realistically responds to what should continue to be university policy in this area:

- "Admissions criteria should be applied equally to men and women, no quotas or targets should be set to affect the proportion of men and women, and financial aid should be distributed according to need without regard to sex."
- "Departmental and college policies which discriminate against either sex should not be permitted, especially as they affect the distribution of graduate assistantships and other means of encouraging completion of graduate work."

Course Offerings

Points are made in the report regarding more flexible scheduling of course offerings, and the provision of day care, in order to accommodate the needs of women who have child-rearing or employment responsibilities. The day care center, which MSU pioneered on a self-sustaining basis, has been the subject of extensive discussion and will not be treated in detail here.

As for course scheduling, however, courses can be made more accessible by offering them in the evening and on weekends, either by means of normal classes, closed-circuit TV, cable TV, etc. However, it would be expensive and self-defeating to schedule such courses if the demand is not present or sufficient. It is therefore essential that a "market survey" be made to determine which courses are preferred and what the potential enrollment would be.

11. The Provost's Office will conduct a survey of courses which might be scheduled on a more flexible time basis, together with potential enrollments. The survey will be made initially in MSU married housing during fall term.

Similarly, questions were raised in the report about the adequacy of existing credit courses and degree programs in terms of their "relevance" to women students. Again, one must return to the opening statement in this chapter regarding the current options available. Also, whether or not a particular course is relevant could well be a matter of individual judgment. Nevertheless, the University is prepared to make changes and to provide additional offerings if the demand and the resources are available.

Normal academic procedures now exist for receiving suggestions and for implementing desired changes.

12. The proposed Women's Advisory Council or an ad hoc committee on women's academic matters could assemble and screen suggestions for changes in existing courses and programs. Recommendations could then be fed into normal academic channels for consideration.

Concern over the shortage of women in academic administration was also expressed in the report. Whatever the reason for this, the deficiency should be corrected. One means of attracting more women into this area would be the establishment of an internship program specifically designed to train women in academic administration.

13. The Provost's Office will develop a proposal to secure funds for two academic salaries a year over the next five years for an internship program for women administrators. Meanwhile, University funds will be allocated to a pilot program to fund one internship for the next academic year.

At the same time, departments, colleges and central administration will be encouraged to give talented and interested women faculty and staff significant projects or even one-term assignments in administrative areas.

Problems in the area of academic advising, and the possible tendency of some faculty members to discourage women students from choosing certain curricula or careers also were touched upon in the report. Academic advising currently is under study by the Educational Policies Committee and the Office of the Provost. The needs and problems of women students will be one of the ingredients in arriving at whatever recommendations emerge.

As for inaccurate or biased counseling, reports of such alleged treatment should be made immediately to the Office of Equal Opportunity Programs (or its proposed successor, the Department of Human Relations). The Office of the Provost also will assist in correcting these situations.

The Steering Committee report repeats a recommendation which has been appearing with increasing frequency: That the Michigan State University marching band end its traditional all-male status and admit women members. Outside of tradition, there are no justifiable or substantive reasons that this policy be continued in a day when women rightfully are demanding equality of opportunity in all legitimate areas. Therefore,

14. Effective immediately, women will be eligible on an equal basis with men to compete for positions in the MSU Marching Band.

Financial Aids

Several recommendations for improvement of financial aid were contained in the report. One of these called for aid to be "coordinated in one department."

It is recognized that the decentralized nature of financial aid and scholarship support in the past has led to some confusion and disparities in the provision of this important assistance. Last year, the University allocated more than \$4 million from the General Fund and a total of almost \$17 million from all sources for financial assistance to students. It is important that this significant sum be disbursed efficiently and equitably based on need.

Although the most appropriate administrative procedures require that some decentralization of control continue because of the diversity of the various programs available to us (e.g., graduate and undergraduate programs, loans, work-study, etc.), overall coordination is a necessity. Consequently, the President recently created the "Financial Aids Administrative Group" which consists of representatives of the several offices involved. This group is responsible for the formulation of major policy and operational decisions.

Another recommendation called for "equal amounts of financial aid for graduate students and undergraduate students" for men and women who qualify. Financial aid now is awarded on the basis of need, regardless of sex or student

status. However, because of the scarcity of financial aid funds relative to the overall need, a basic policy decision has been made that priority will be given to undergraduate students for that portion of financial aid derived from the University General Fund. Regulations of the various Federal and state programs also make it impossible to equalize aid between these two categories, since some apply only to undergraduate students, others to graduates, etc.

It was suggested further that, when both spouses are students, each should be considered separately for financial aid "packaging." Eligible single students now are generally expected to contribute \$1,000 per academic year (earned through in-school work) toward their educational expenses. Married students are viewed as a "family unit" in considering their collective resources and need. The married couple with no children and who both are attending school, are required to earn \$1,000 each. To do otherwise would discriminate unfairly against the single student in need. Married students with children, whether one or both are attending school, are expected to earn a minimum in-school work expectancy for one person.

Questions were raised regarding the appropriateness of the Parent's Confidential Statement required to establish financial need for married students with a separate legal address, and the consequences of a parent's refusal to provide a statement. Federal financial aid guidelines require that students must be able to demonstrate independent status by not being claimed by parents as an income tax exemption for either the current or preceding year. And it is not "held against a student" if parents refuse to submit a confidential statement; however, the lack of parental cooperation must be demonstrated and documented.

The University is aware of its annually increasing responsibility in financially assisting students, and it is continually seeking to improve its methods and procedures so that all eligible students, male or female, will have an equal opportunity.

Placement Bureau

The MSU Placement Bureau has been an increasingly effective channel for productive job opportunities for university graduates. It has recently assumed an additional responsibility of a Student Employment Office through which student jobs on campus will be coordinated. An important aspect of the new office will be the guaranteeing of jobs to work-study students, male and female.

The Placement Bureau is mindful of its special responsibilities to assist women graduates in finding appropriate employment, and of seeking employers who will provide positions based on ability. In January 1972, the Placement Bureau hired a woman assistant director to concentrate in this area. She has made extensive contacts with employers, attended placement conferences and personally visited firms to enunciate MSU's commitment to equal opportunity.

The Bureau requires all employers who send recruiters to the campus to abide by University principles. Those who are found to be in violation of equal employment opportunity legislation as it pertains to our students and graduates are denied access to the Placement Bureau.

Internally, the Bureau staff continually makes presentations to campus units on employment trends and opportunities for women, with the objective of encouraging the entrance of more women into the various academic programs, and improving the counseling available to women.

Although the Placement Bureau is not equipped to work directly with female high school students and counselors on academic and employment opportunities available to women through MSU, it does cooperate with the Admission staff in helping to communicate this information and has developed a kit of materials designed for high school counselors. This is a particularly important area if young women are to be able to take the necessary courses in high school which will equip them to enter university curricula where women have long been under-represented.

Housing Options

"More diverse options in housing" are called for in the report. Here again, the many options that are presently available apparently were overlooked by the authors. During the past term, for example, there were these options on campus:

- 15,608 spaces for board and room in double rooms.
- 1,203 single rooms.
- 519 spaces in apartments for unmarried students.
- 1,077 spaces of the above are available without meals.
- 2,284 apartments for married students.
- 184 apartments for faculty.

Included in many of these options are houses with limited and unlimited visitation, quiet houses and various styles of "co-ed" housing. It would seem, therefore, that most possibilities for variety in on-campus housing are being satisfied.

While various options for the purchase of meals will be explored, it should be kept in mind that the more flexibility there is in the offering of meals, the more expensive it becomes -- to the student. The university wishes to accommodate student desires, but its greatest responsibility to the student is quality and cost-effectiveness.

Health Care

Recommendations in the report concerning health care range from a relatively modest request for gynecological and birth control services to University-provided "health care facilities for all students, employees, faculty and their families."

The University has undertaken a comprehensive study of a pre-paid health care plan under which all those directly connected with the University, and their dependents, would be eligible for services at cost. However, the feasibility of such a plan as a substitute for Olin Health Center services for students, and health insurance for employees, is yet to be determined.

Therefore, it will be some time before a pre-paid health care plan could be instituted for everyone, and then only if justified by the demand and the cost factors. Meanwhile, however,

15. The Health Care Authority has approved the development of operational plans for a cost analysis for a pilot health care project for married students and their families.

There were several specific recommendations which are being met.

-- Two gynecologists from the medical school faculty are available at Olin Health Center for consultation.

-- Birth control information and devices are available at the Health Center.

-- Problem pregnancy counseling is available through the Comprehensive Social Services component of the Health Center.

A recommendation that a review board be established to handle complaints and recommendations regarding health concerns of women students will be referred to the Health Care Authority for its consideration.

IV. MINORITY AFFAIRS

The concerns of minorities, particularly minority women, are expressed in various chapters of the Steering Committee report. There also is a specific chapter on this subject which covers a wide range of issues and includes a subsection on recommendations for Chicanos.

In attempting to be responsive to minority needs, Michigan State University has taken a number of pioneering steps, including the adoption of the Anti-Discrimination Policies and Procedures, and establishment of the Office of Equal Opportunity Programs. The EOP, which also does the staff work for the Committee Against Discrimination and the Anti-Discrimination Judicial Board, has aggressively pursued the right of equality of opportunity for minorities, as well as women. It is responsible for the development and monitoring of affirmative action plans for women and minorities, which include hiring goals.

Unfortunately, the effectiveness of EOP's efforts are not always understood or appreciated, as is reflected in the comments on FOP on page 32 of the report. It is apparent that the authors of this section were not acquainted with the prescribed roles of EOP, the CAD and the ADJB, nor of their composition, functions and rules.

Some idea of the EOP's efforts is given by the fact that 80 individual complaints were received during the past two years and handled through procedures ranging from informal mediation to use of the full anti-discrimination hearing process. As noted, 35 of the complaints alleged sex discrimination, while 26 complaints were based on race.

The Committee Against Discrimination also has conducted several reviews of alleged patterns of discrimination, including studies of the Library, Placement Bureau, Athletic Department and Cooperative Extension Service.

While EOP does initiate various actions to aid the University in meeting its equal opportunity responsibilities -- most notably the recent review of women faculty salaries to identify inequities -- it is not always understood that EOP most often can act only on the basis of complaints received. Thus, there are those who seem to have a visceral feeling that there may be widespread discrimination in the University that no one is doing anything about. EOP and the University are accused of failing to be responsive to these vague, unidentified suppositions, when in fact it is moving aggressively in many constructive ways.

It is noted in the report that there is a need for minority staff representation in the office of the vice president for student affairs. A new vice president recently was appointed and the structure of this office is being reviewed.

16. In restructuring the vice president for student affairs office, it is anticipated that at least one woman, preferably from a minority, will be named to a key administrative position.

In another area, concern was expressed regarding the lack of black women on the full-time professional residence advisory staff. This is a deficiency, and the Residence Hall Programs Office will step up its efforts to recruit minority women for these positions. It also would welcome referrals of qualified minority women.

A recommendation is contained in the report for 10 Chicano aides and a full-time Chicano coordinator. During the past academic year, there were four Chicano aides and a part-time student coordinator. At the present time, the ratio of Chicano aides to Chicano students is higher than it is for black student aides to black students, or Resident Assistants to all residence hall students. Admissions is seeking to increase the number of Chicano students, but until there are more Chicano students in the residence halls, it would be difficult to justify a full-time staff member to coordinate this program or an increase in the number of aides.

* * * * *

In summary, the administration believes it has made important strides in behalf of students and staff from minority groups. We recognize, however, that there continues to be deficiencies, particularly in the area of minority women in major staff and faculty positions. As an indication of progress, we would note the recent appointment of minority women to the position of Training Coordinator in EOP and as an assistant director of Personnel. The affirmative action hiring goals for women faculty make special provision for securing minority women, and this effort will be vigorously pursued.

V. ATHLETICS

Michigan State University recognizes the increasing interest of women in athletics, both on an intramural and intercollegiate basis. Through the Department of Intramural Athletics, many opportunities are made available on an equal basis to men and women. While the increasing overall use by all students frequently taxes the available facilities, every effort is made to assure equality of treatment.

Women in intercollegiate athletics admittedly have had a difficult time competing for the resources which derive from, and traditionally have favored, men's athletics. Because of the demonstrated interest by women for greater opportunity and participation in this area, however, the Department of Intercollegiate Athletics is preparing an expansion of its women's programs.

17. A director of Women's Athletics will be appointed to supervise and coordinate women's intercollegiate athletic activities. She will be a part of, and meet regularly with, the administrative staff of the department and report to the Director of Intercollegiate Athletics.

The person selected for this position will have half her salary paid by the department and the remaining half through the academic budget where she will also have teaching responsibilities.

Initially, the women's intercollegiate program will concentrate on the following sports: basketball, field hockey, gymnastics, softball, swimming, tennis and volley ball.

18. A budget from within Athletic Department funds will be provided for women's teams to participate in scheduled events at home and on the road and in national tournaments; and will cover initial uniform costs, game expenses, officials, meals, travel, lodging and entry fees.

The cost of medical expenses, including the pre-season examination and any injuries incurred during practice or in competition, will be covered through the Intercollegiate Athletic Program. Participation in athletics will affect eligibility for financial aid.

19. Women who coach the teams will be permitted released time for the portion of the day spent in coaching, with the cost paid by the Athletic Department.

It is believed these steps will be an excellent start in preparing for the type of athletic competition which MSU women would enjoy and benefit from. This program should make it possible for any woman who wants to participate to do so, regardless of her curriculum choice.

Additional steps to strengthen the intramural athletic program will be made as resources and requirements permit.

20. A recommendation from the intramural office is being considered for a new position in the Women's Intramural Programs.

A recommendation was made to the Intramural Department, although it is not contained in the report, that all intramural sports leagues on campus be open to members of both sexes. The intramural department doubts that this approach is appropriate or desirable, and that many men and women would prefer to play in leagues with members of their own sex. However, the department is actively studying the possibility of creating additional "free leagues" in which any mix of male or female students might participate.

VI. TELEVISION PROGRAMMING

One chapter of the Steering Committee report contains a detailed proposal for a series of programs dealing with women's interests to be broadcast over the University television station.

Without commenting at this time on the list of specific subjects which such a series might cover, the Continuing Education Service believes that the general idea has merit.

21. WMSB will actively explore the possibilities of producing and broadcasting a series of programs of particular interest to women.

The opportunity to do so will be enhanced by the fact that WMSB will become a full-time UHF station in the fall (as WKAR-TV, Channel 23), thus providing additional flexibility for new programming.

As with all programming, several considerations must be kept in mind. One obvious concern is the matter of adequate personnel and resources to produce the series. While there are several highly capable women presently on the station's staff, they are totally involved in program efforts to which the station is already committed. Whether additional personnel can be secured with the resources available in the present situation of financial stringency is highly questionable at this time.

Another essential consideration is the matter of content responsibility. The station management must maintain general control to assure that any such series will adhere to all implicit and explicit requirements of the University's Federal license and University broadcast policy.

In determining content and the style of production, care must be taken to provide the best vehicle to attract, maintain and have an impact on the desired audience. Full consideration must be given to executing such programming in a way that will have a strong and positive effect on the women in this area and which may have a potential for regional and national distribution.

Whether or not such a series can be produced, the officials of the University's broadcasting operations will remain alert to the particular interests of women, and their responsibility to incorporate such interests into their other programming.

VII. MSU'S "COMMUNITY RESPONSIBILITIES"

An interesting phenomenon of the Steering Committee report is the theme which appears in many of its chapters that Michigan State University has large-scale responsibilities as a sort of "welfare state" both on and off campus. The University is called upon to assume roles that would make it, in effect, a social agency touching the personal and private lives of thousands of individuals.

The "Good Neighbor" Policy

There is an implicit assumption underlying many of the recommendations regarding the University's responsibility to the immediate non-university community in the Greater Lansing area.

The University, because of its size, economic impact and programs, does have a special responsibility to be a good neighbor. However, there are frequent instances where the tone and recommendations of the report assume that the University somehow has a much wider responsibility beyond its direct instructional, research and educational service missions.

Examples: the MSU community "might encompass 50,000 women who reside in the Lansing metropolitan area" (pg. 1); the Women's Center would serve to illustrate the "commitment of the program to women in the total community" (pg. 4); the Program Development Office would "keep track of the mood and needs of the Greater Lansing community and develop programs to meet those skills" (pg. 6); the establishment of a "Community Advocacy Office" (pg. 33); the provision of "drivers training classes for Spanish-speaking people" (pg. 35).

The theme of total community responsibility is best exemplified by the proposal that the Women's Center be located off-campus.

Academic programs developed, promoted and executed by University departments and colleges which relate to these areas of concern already exist. They should be supported, encouraged and expanded. But to identify the Greater Lansing community as a special charge of the University flies in the face of reality that MSU is a state institution whose primary missions are conducted on its own campus. Also omitted in the discussion are the existing public agencies already charged with many of these responsibilities.

The notion that MSU is to provide special non-academic, advocacy service for the Greater Lansing area is also contrary to legislative intent and reality. The University cannot and should not attempt to be all things to all people, or a social welfare agency for the entire Lansing area.

The "Big Brother/Sister" Syndrome

There is another implicit assumption in the report that the University is some form of welfare state for all its students, faculty, staff, and their dependents.

Examples: "all people directly or indirectly connected with MSU must be guaranteed or provided decent and adequate housing, food, recreation, health care, child care, educational opportunities, and all other supportive services necessary to sustain quality living" (pg. 32); "adequate day care centers must be provided for all students, employees and faculty at a minimal payment, or no cost . . . " (pg. 51); "it is necessary for the University and its medical schools to establish health-care facilities for all students, employees, faculty and their families" (pg. 51); "recreation and physical fitness for women, spouses and children" (pg. 49).

There is serious question whether the University should ever attempt to fill such sweeping roles, even if the increasingly crucial limits on financial resources were no problem. Michigan State University always will seek to provide the finest possible educational environment in which its students may live and learn, and to be an exemplary and progressive employer. However, it was never intended to serve as in loco parentis for the 50,000 persons of all ages directly connected with the campus and their thousands of dependents.

The issue underlying this conflict is far deeper than the superficially related issue of broadening and making more relevant the teaching, research and public-service functions of the University in those areas related to the concerns of women. What is involved here is a delineation of the priorities of the University as to its proper, primary role and function as these relate to any secondary or tertiary roles which fall primarily upon other public agencies or each individual citizen as personal responsibilities.

VII. IN SUMMARY

The foregoing response contains 21 substantive action items and proposals which the Michigan State University administration supports in order to strengthen and improve the status of women in the university community. Not everyone will agree with what is stated in these pages. Some will say that it not enough; others will feel that the University is "over-reacting" to a vocal few.

However, it is hoped that an objective reading of these steps, and the accompanying discussion, will convince fair-minded persons that MSU is sincere in its dedication to the practice of equal opportunity, that it listens and that it is willing to move aggressively forward.

This objective approach is vital to a rational understanding and discussion of the issues. Too often, the rhetoric and emotions obscure the progressive strides which are being made. The many forward steps taken in the past 2½ years at MSU frequently are not viewed in perspective by those within the community. Yet, MSU's efforts in the area of equality for women and minorities are recognized as pioneering by many outside our campus.

Recently, for example, an outside study listed MSU's affirmative action plan for women as one of the five best of the major universities reviewed. And MSU's Anti-Discrimination Policies and Procedures was a trail-blazing step which is being increasingly studied and copied by other institutions. Progress in reaching the hiring goals contained in the affirmative action plans has been consistently good.

In implementing the actions and proposals contained in this document, overall administration priority would go to the proposed creation of the Department of Human Relations. Many of the other steps, however, can be taken immediately and simultaneously. Others which require additional study or resources will be pushed forward as rapidly as possible.

Finally, the steps contained in this response are not viewed as a completion of the University's responsibilities. They are, in addition to the many others taken in the preceding months, part of the continuing dedication to dignity, justice and equality for all.

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MARY KAY SCULLION, CO-ORDINATOR
WOMEN'S STEERING COMMITTEE
PRESENTATION TO MSU BOARD OF TRUSTEES
27 JULY 1972

MEMBERS OF THE BOARD, PRESIDENT WHARTON AND OTHERS:

FIRST OF ALL, LET ME THANK THE BOARD OF TRUSTEES FOR THIS OPPORTUNITY TO MEET WITH YOU AND TO DISCUSS THE REPORT OF THE WOMEN'S STEERING COMMITTEE.

I WOULD RATHER NOT DIGNIFY THE BLATANTLY HOSTILE, CONDESCENDING AND SUBSTANTIALLY IRRELEVANT RESPONSE OF THE MSU ADMINISTRATION TO OUR COMMITTEE'S RECOMMENDATIONS; HOWEVER, I FEEL THAT SOMETHING MUST BE CLEARED UP BEFORE I PROCEED. TIME AND AGAIN, THROUGHOUT THE ADMINISTRATION'S EXERCISE IN HOSTILITY AND SEXISM, REFERENCE IS MADE TO THE MINORITY REPORT OF THREE MEMBERS OF THE STEERING COMMITTEE. I WOULD LIKE TO MAKE IT CLEAR THAT IN NO WAY CAN THE MEMO OF THREE COMMITTEE MEMBERS TO PRESIDENT WHARTON BE CONSIDERED A MINORITY REPORT. AT NO TIME DURING THE DISCUSSION OF THE STRUCTURAL RECOMMENDATIONS DID THOSE THREE INDIVIDUALS INDICATE A DESIRE TO PLACE WOMEN'S AFFAIRS IN EOP, AND, IF I REMEMBER CORRECTLY, A MINORITY REPORT NORMALLY IS COMPRISED OF SOMETHING WHICH WAS DISCUSSED BUT REJECTED BY THE FULL BODY. A RELATED FACTOR WHICH I WOULD LIKE TO MAKE PUBLIC IS THAT OUT OF FIFTEEN FULL COMMITTEE MEETINGS, MRS. VERNA BRADLEY ATTENDED SIX MEETINGS, MRS. JOANN COLLINS ATTENDED FOUR MEETINGS, AND MRS. JOSEPHINE FERGUSON WHARTON ATTENDED SEVEN MEETINGS, A RECORD WHICH, FROM MY PERCEPTIONS, INDICATES LITTLE INTEREST IN THE ARTICULATION OF THEIR

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VIEWPOINT TO THE COMMITTEE OR IN WORKING WITH WOMEN TO DEVISE THE BEST STRUCTURE POSSIBLE. THUS, I CONSIDER IT INDEED UNFORTUNATE THAT THE ADMINISTRATION HAS SEEN FIT TO BUILD ITS RECOMMENDATIONS COMPLETELY AROUND THEIR MEMO TO THE PRESIDENT.

AS ALL OF YOU WHO HAVE READ OUR REPORT ARE AWARE, THERE WERE A WIDE NUMBER OF SUPPLEMENTAL RECOMMENDATIONS FOR SPECIFIC CHANGES THAT WERE INCLUDED AS APPENDICES TO OUR REPORT. WE DID NOT ESTABLISH PRIORITIES BECAUSE OF OUR STRONG BELIEF THAT ALL OF THESE ITEMS ARE, IN FACT, PRIORITY. IT SEEMS TO ME THAT IT IS IMPOSSIBLE TO SINGLE OUT ONE ITEM OF IMPORTANCE WHEN, IN FACT, THERE ARE SO MANY PROBLEMS. INSTITUTIONALIZED SEXUAL DISCRIMINATION CANNOT BE DEALT WITH ON THE BASIS OF ONE PROJECT AT A TIME. IT MUST BE DEALT WITH FROM THE PERSPECTIVE OF A NEW STRUCTURE WHICH IS DESIGNED TO MEET SPECIFIC NEEDS AND NOT NECESSARILY TO ADHERE TO EXISTING LINES OF AUTHORITY AND COMMUNICATION.

WITH THIS IN MIND, THE WOMEN'S STEERING COMMITTEE SOUGHT TO DEVELOP A STRUCTURE WHICH WOULD COMPRISE THE BODY OF OUR REPORT AND WHICH WOULD BE OUR TOP PRIORITY FOR ACTION. WHEN WE ATTEMPTED TO FIT OUR NEEDS INTO EXISTING UNIVERSITY STRUCTURES, WE FOUND THAT THE PROBLEMS WHICH CONFRONT WOMEN ON THE MSU CAMPUS ARE SUCH THAT NO SINGLE DEPARTMENT OR COMPONENT COULD SATISFACTORILY HANDLE THEM. EQUAL OPPORTUNITY PROGRAMS, THE MOST LOGICAL PLACE FOR A STRUCTURE DESIGNED TO DEAL WITH INSTITUTION-

ALIZED SEXISM, WAS NOT CONSIDERED VIABLE BECAUSE OF ITS PRESENT EMPHASIS AND FUNCTION RELATIVE TO DISCRIMINATION. CLEARLY, SOME OF OUR PROBLEMS ARE RELATED TO DISCRIMINATION. HOWEVER, OTHERS CALL FOR AFFIRMATIVE ACTION PROGRAMS, WHICH, UP UNTIL THE PRESENT TIME, HAVE NOT BEEN EFFECTIVELY IMPLEMENTED BY EOP. IN POINT OF FACT, THE LAST TIME THAT MSU ATTEMPTED TO DEAL WITH DISCRIMINATION AND AFFIRMATIVE ACTION IN THE SAME UNIT, THE ATTEMPT FAILED. THUS, MSU DEVELOPED TWO COMPONENTS-- THE CENTER FOR URBAN AFFAIRS AND THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS. SINCE, WITH THE ISSUE OF RACE, THE UNIFICATION OF APPROACHES WAS UNSUCCESSFUL, THE COMMITTEE MEMBERS DID NOT AND DO NOT FEEL THAT UNIFICATION OF PROGRAMS DESIGNED TO DEAL WITH SEXUAL DISCRIMINATION WILL WORK. THE FUNCTIONS CLEARLY ARE SEPARATE AND SHOULD BE DEALT WITH ACCORDINGLY.

ONE OF THE UNDERLYING THEMES IN THE BODY OF OUR REPORT IS A COMMITMENT ON THE PART OF THE COMMITTEE MEMBERS TO A CONCEPT OF COMMUNITY SERVICE WHICH DIFFERS RADICALLY FROM THAT OF PRESENT UNIVERSITY POLICY. I BELIEVE THAT THIS DIFFERENCE IS LEGITIMATE AND THAT IT SHOULD BE CONSIDERED BY THE BOARD IN ITS PROPER PERSPECTIVE. MICHIGAN STATE UNIVERSITY IS A LAND GRANT INSTITUTION WHICH IS STATE SUPPORTED. IT CAN AND SHOULD SERVE AS A ROLE MODEL FOR OTHER INSTITUTIONS THROUGHOUT THE STATE, BUT, MORE IMPORTANTLY, IT SHOULD BE COMMITTED TO THE DEVELOPMENT OF THE INDIVIDUALS AND INSTITUTIONS IN THE COMMUNITY, I.E., LANSING, EAST LANSING, MERIDIAN TOWNSHIP,

ETC. WHETHER OR NOT THESE INDIVIDUALS HAPPEN TO BE EMPLOYEES OF THE UNIVERSITY OR ARE ABLE TO PAY THE TUITION AT THE UNIVERSITY SO AS TO BE ADMITTED TO THE HIGH RANK OF STUDENT.

A UNIVERSITY IN TODAY'S WORLD CANNOT AND SHOULD NOT ATTEMPT TO OPERATE IN A VACUUM. AND YET, THAT'S WHAT I AND OTHER WOMEN SEE THIS INSTITUTION DOING. IT IS IRONICAL TO ME THAT AN INSTITUTION, WHICH IN THE 1960'S, AS WELL AS TODAY, COMMITTED ITSELF TO THE FURTHER DEVELOPMENT AND DEPLOYMENT OF THE UNITED STATES' WAR MACHINE AND THE CONTINUED PRESENCE OF A REPRESSIVE GOVERNMENT IN SOUTH VIETNAM, NOW FEELS THAT IT HAS A COMMITMENT ONLY TO THOSE WHO ARE DIRECTLY EMPLOYED OR EDUCATED BY THE INSTITUTION. I PERSONALLY CANNOT ACCEPT THAT PHILOSOPHY AND I DO NOT BELIEVE THAT THE MEMBERS OF THE WOMEN'S STEERING COMMITTEE CAN ACCEPT IT EITHER.

THE TAX DOLLARS OF RESIDENTS IN THE ENTIRE STATE ARE BEING UTILIZED TO SUPPORT THE CONTINUED OPERATION OF THIS INSTITUTION. IF, IN FACT, PERSONS IN LANSING ARE HELPING TO SUPPORT THE SALARIES OF FACULTY MEMBERS, ADMINISTRATORS AND STAFF AT THIS UNIVERSITY, AS WELL AS THE STUDENTS, WE BELIEVE THAT THE UNIVERSITY HAS AN OBLIGATION TO SERVE THESE INDIVIDUALS, AN OBLIGATION WHICH THE UNIVERSITY HAS TOO LONG IGNORED.

IT IS WITH THESE THINGS IN MIND THAT THE STEERING COMMITTEE HAS RECOMMENDED

THE DEVELOPMENT OF A WOMEN'S CENTER DESIGNED TO MEET THE NEEDS OF THE TOTAL COMMUNITY. WE HAVE RECOMMENDED THAT THIS CENTER BE LOCATED OFF-CAMPUS FOR THE FOLLOWING REASONS: PARKING FACILITIES, ACCESS TO PUBLIC TRANSPORTATION, VISIBILITY, SPACE, AND COMFORT. AN ADDITIONAL FACTOR WHICH ALSO MUST BE TAKEN INTO ACCOUNT IS THE RETICENCE--AS ALL OF US ARE AWARE--OF MANY INDIVIDUALS TO COME ONTO THE CAMPUS. THIS RETICENCE IS THE RESULT OF MANY PROBLEMS, NOT ALL DIRECTLY RELATED TO THE UNIVERSITY; HOWEVER, IT CANNOT BE IGNORED. IF THERE IS SOME WAY IN WHICH SUCH PROBLEMS AND NEEDS CAN BE DEALT WITH SO AS TO PLACE THE CENTER ON THE CAMPUS, I FEEL CERTAIN THAT THE MEMBERS OF THE COMMITTEE WOULD ACCEPT THAT AS A VIABLE ALTERNATIVE.

IN DEVISING THE STRUCTURE OF THE WOMEN'S CENTER, WE DEVELOPED A SIX-POINTED STAR--EACH POINT OF WHICH REPRESENTS, FROM OUR PERCEPTIONS, A SEGMENT OF THE COMMUNITY WHICH MUST BE SERVED. THUS, FACULTY, ADMINISTRATION, NON-ACADEMIC EMPLOYEES, GRADUATE STUDENTS, UNDERGRADUATE STUDENTS, AND THE COMMUNITY EACH REPRESENT A POINT ON THE STAR. OVERLAYING THIS STAR IS A FOUR-SIDED FIGURE WITH BRANCHES GOING OUT FROM A CENTER. AT THE CENTER OF THE ENTIRE OPERATION IS A CO-ORDINATOR WHO WOULD HAVE THE RANK, BUT NOT TITLE, OF VICE PRESIDENT AND WHO WOULD HAVE ACCESS TO THE UPPER ECHELONS OF UNIVERSITY DECISION-MAKING. WE FEEL THAT BECAUSE OF THE NATURE OF THE PRESENT EXECUTIVE GROUP, WHICH WE DO NOT BELIEVE IS COMMITTED TO SEXUAL EQUALITY, IT IS ABSOLUTELY ESSENTIAL THAT THE CO-ORDINATOR HAVE ACCESS TO THAT GROUP, WHICH, IN

POINT OF FACT, MAKES FINAL DECISIONS AFFECTING UNIVERSITY POLICY. THE FOUR COMPONENTS OF THE CENTER WOULD BE: ADVOCACY ACTION, RESEARCH, PROGRAM DEVELOPMENT, AND THE WOMEN'S ADVISORY COUNCIL.

THE ADVOCACY ACTION COMPONENT OF THE PROPOSAL WAS DESIGNED TO DEAL WITH INDIVIDUAL PROBLEMS AND TO ACT IN AN ADVISORY CAPACITY TO EOP, AS WELL AS OTHER UNIVERSITY DEPARTMENTS AND AGENCIES, CONCERNING AFFIRMATIVE ACTION. ADDITIONALLY, AS AN IMPORTANT PART OF THIS COMPONENT, WE BELIEVE THAT CO-ORDINATION OF PROFESSIONAL COUNSELLING SERVICES AVAILABLE TO WOMEN MUST BECOME A REALITY.

THE RESEARCH COMPONENT WAS DESIGNED TO PROVIDE FOR ONGOING EVALUATION OF THE WOMEN'S CENTER, TO CONDUCT BASIC RESEARCH ON CONCERNS OF WOMEN, TO PROVIDE THE INVESTIGATIVE ARM OF THE ADVOCACY ACTION COMPONENT, AS WELL AS TO PROVIDE THE NECESSARY DATA FOR PROGRAM DEVELOPMENT.

THE FUNCTION OF THE PROGRAM DEVELOPMENT COMPONENT IS TO PREPARE AND DEVELOP INSTITUTES, WORKSHOPS, SEMINARS, ETC. WHICH ARE OF SPECIAL INTEREST TO WOMEN AND TO CO-OPERATE WITH ACADEMIC UNITS IN THE DEVELOPMENT OF WOMEN-CENTERED COURSES AND PROGRAMS. FINALLY, THIS COMPONENT WOULD BE CHARGED WITH THE DEVELOPMENT OF ACTION-ORIENTED PROGRAMS TO MEET THE NEEDS OF THE TOTAL COMMUNITY.

THE LAST COMPONENT, THE WOMEN'S ADVISORY COUNCIL, WOULD BE COMPOSED OF SIX MEMBERS

WITH ONE MEMBER COMING FROM EACH POINT OF THE STAR. THE MEMBERS WOULD BE CHOSEN BY LOT FROM AMONG VOLUNTEERS AND WOULD SERVE A ONE-YEAR MEMBERSHIP--ONE-HALF YEAR AS AN ALTERNATE AND ONE-HALF YEAR AS A REGULAR MEMBER. THIS COMPONENT WOULD ACT AS AN ADVISORY AGENT TO THE CO-ORDINATOR, ASSIST IN THE SEARCH AND SELECTION OF PROFESSIONAL STAFF MEMBERS, AND SERVE AS A GENERAL SOURCE OF COMMUNICATIONS FROM THE WOMEN IN THE TOTAL COMMUNITY.

IT IS OUR STRONG BELIEF THAT THE NEEDS OF WOMEN AT MSU ARE SUCH THAT THEY REQUIRE MORE ATTENTION THAN COULD BE GIVEN BY ONE UNIVERSITY AGENCY. FOR THIS REASON, WE HAVE INDICATED A REPORTING FUNCTION THAT WOULD PLACE THE VARIOUS STAFF MEMBERS OF THE CENTER IN DIRECT COMMUNICATION WITH UNIVERSITY ADMINISTRATORS RESPONSIBLE FOR THE OPERATION OF VARIOUS PROGRAMS THROUGHOUT THE UNIVERSITY AFFECTING WOMEN.

WE DO NOT BELIEVE THAT THIS STRUCTURE IS DESIGNED TO FOSTER SEPARATISM OR THAT IT WILL, IN FACT, RESULT IN REVERSE DISCRIMINATION. OUR COMMITMENT HAS BEEN, AND WILL CONTINUE TO BE, TO A STRUCTURE THAT WILL EXPAND AND DECREASE AS NEEDS DEVELOP AND ARE MET. WE DO NOT BELIEVE THAT THE DEVELOPMENT OF A NEW BUREAUCRACY IS THE ANSWER TO OUR PROBLEMS. THUS, WE HAVE RECOMMENDED A STRUCTURE WHICH WE BELIEVE CAN, IN FACT, SELF-DESTRUCT UPON THE COMPLETION OF ASSIGNED TASKS AND RESPONSIBILITIES.

WOMEN, WHO REPRESENT OVER 50% OF THE TOTAL POPULATION, ARE NOT GOING TO BE

CONTENT WITH TOKENISM. NOR ARE THE MEMBERS OF THE WOMEN'S STEERING COMMITTEE. WE HAVE FUNCTIONED IN GOOD FAITH FOR A THREE-MONTH PERIOD AT CONSIDERABLE PERSONAL COST TO OURSELVES. WE BELIEVE THAT THE STRUCTURE WHICH WE HAVE RECOMMENDED TO THE UNIVERSITY CAN FUNCTION AND THAT IF THE UNIVERSITY IS COMMITTED TO SEXUAL, AS WELL AS RACIAL, EQUALITY, IT WILL VIEW OUR REPORT IN THAT LIGHT.

I PERSONALLY BELIEVE THAT THE REPORT OF THE WOMEN'S STEERING COMMITTEE DESERVES MORE THAN TOKEN RECOGNITION AND THEN SHELVING. I PERSONALLY AM COMMITTED TO ITS IMPLEMENTATION AND HAVE FURTHER COMMITTED MYSELF TO MAKING EVERY POSSIBLE EFFORT TO SEE THAT IT IS IMPLEMENTED IN A MANNER THAT REFLECTS CONCERN--NOT TOKENISM. WE CANNOT AND WILL NOT TOLERATE A SITUATION WHICH CONTINUES TO RELEGATE WOMEN TO THE RANKS OF THE OPPRESSED. I DO NOT BELIEVE THAT THE MEMBERS OF THE MSU BOARD OF TRUSTEES WILL TOLERATE THE CONTINUATION OF THE SEXUAL DISCRIMINATION WHICH IS PRESENTLY RAMPANT IN THIS UNIVERSITY. I SINCERELY HOPE AND BELIEVE THAT THE MEMBERS OF THE BOARD WILL COMMIT THEMSELVES TO EQUALITY AND DIGNITY FOR ALL. IF THIS IS NOT THE CASE, THEN I WILL BE SORELY DISAPPOINTED IN THOSE IN WHOM I HAVE PUT MY FAITH. AND, MORE IMPORTANTLY, IF THIS IS NOT THE CASE, I BELIEVE THAT THE WOMEN OF THE UNIVERSITY WILL BE FORCED BY THE UNIVERSITY TO SEEK "EXTRA-LEGAL" MEANS OF DEVELOPING SOLUTIONS TO THEIR PROBLEMS.

THANK YOU.